




LIBRARY
OF THE
UNIVERSITY
OF ILLINOIS

C
M23H
1905/06-
1912/13



Digitized by the Internet Archive
in 2013

This volume is bound without _____

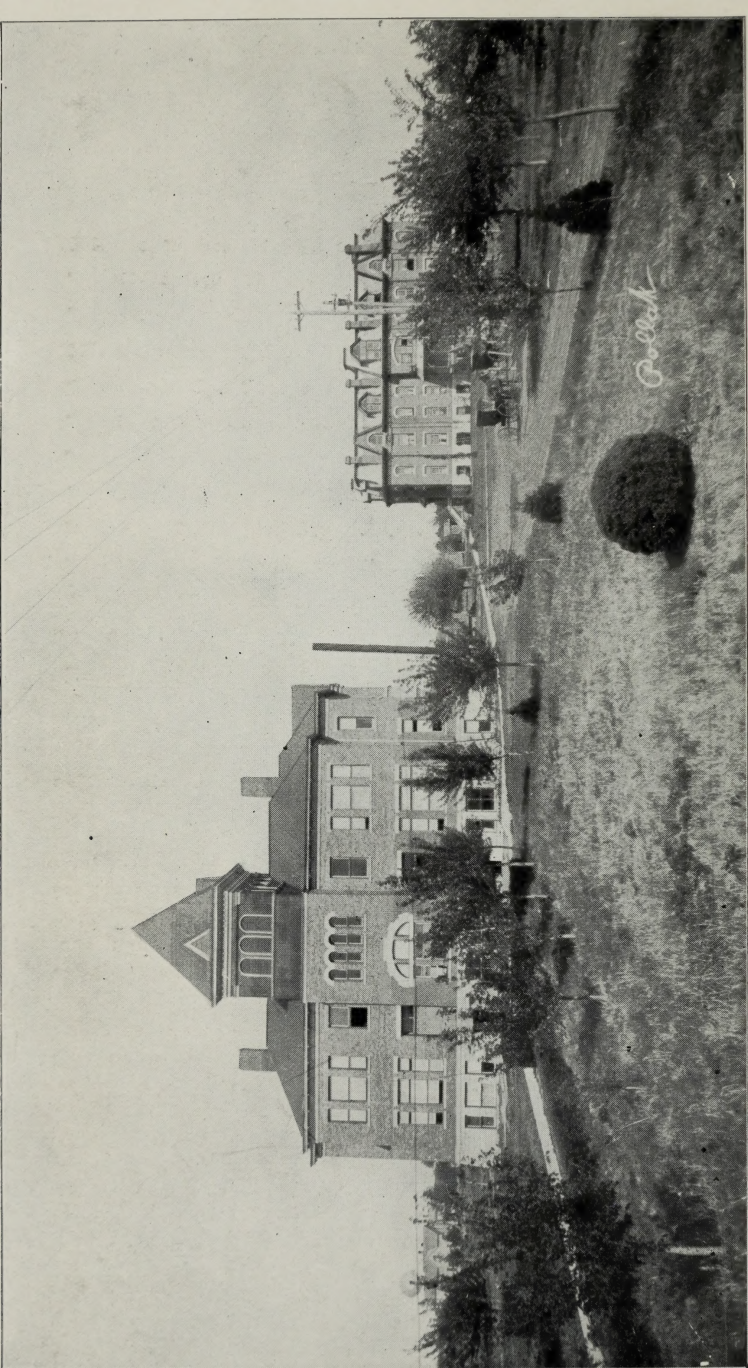
1907/08, 1911/12

which is/are unavailable.

These values are to be used for the purpose of the

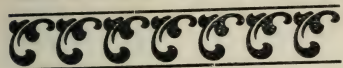
which is the most important factor in the

which is the most important factor in the



VIEW OF McPHERSON COLLEGE

**A N N U A L
C A T A L O G U E**



THE LIBRARY OF
APR 10 1931
UNIVERSITY OF KANSAS

McPherson College

McPherson, Kansas

1905-1906

With Announcements for

1906-1907

Calendar for 1906-1907.

1906.	September 11, Tuesday,	1st Quarter Begins
"	November 13, Tuesday,	2nd Quarter Begins,
"	December 22, to January 1, 1907,	Vacation
1907,	January 22, Tuesday,	3rd Quarter Begins
"	March 26, Tuesday,	4th Quarter Begins
"	May 19, Sunday Evening,	Baccalaureate Sermon
"	May 20-21, Monday and Tuesday,	Final Examinations
"	May 21, Tuesday Evening,	Elocution Recital
"	May 22, Wednesday,	Field Day
"	May 22, Wednesday Evening,	Musical Recital
"	May 23, Thursday,	Class Day
"	May 23, Thursday Evening,	Alumni Banquet
"	May 24, Friday Morning,	Commencement

Summer School begins Tuesday, May 28, 1907, and continues nine weeks.

"The entire object of true education is to make people not merely do right things, but to enjoy right things; not merely industrious, put to love industry; not merely learned, put to love learning; not merely honest, put to hunger and thirst after honesty."—Ruskin.

C
M234
1905/06 - 1912/13

Faculty and Instructors for 1906-1907.

"I maintain, my friends, that every one of us should seek out THE BEST TEACHER whom he can find, regardless of expense or anything."

EDWARD FRANTZ, A. M., President,
Biblical Languages and Literature.

H. J. HARNLY, A. M., Ph. D.,
Biology and Philosophy.

S. B. FAHNESTOCK, A. B., M. C., Secretary,
*Superintendent Commercial Department; Commercial
Branches and Drawing.*

S. J. MILLER, A. M.,
English and German.

CLAUDE SHIRK, A. M
Mathematics, Chemistry and Physics.

JOHN A. CLEMENT, A. M.,
(On Leave of Absence for University Study.)
Pedagogy and History.

Pedagogy and History.

MINNIE BARTELS, A. B.,
German and Physiology.

F. G. MUIR,
*Director of Musical Department; Piano, Organ, Har-
mony and Voice Culture.*

MARY E. FRANTZ-HEDINE, A. M.,
Latin.

JESSIE ULLREY,
(Columbia School of Oratory)
Elocution and Physical Culture.

AMANDA FAHNESTOCK, B. S. L.
Church History.

BRUCE MILLER,
Missions.

MARION STUDEBAKER,
Arithmetic.

LILLIAN HOPE,
Shorthand.

SYLVA MILLER,
Grammar.

Typewriting.

MARY MOHLER,
Missions.

J. J. YODER,
Orthography.

F. R. CLINE, M. Acct.,
Book-keeping.

J. E. THRONE, M. Acct.
Book-keeping.

J. F. BOWERS, M. Acct.,
Penmanship and Book-keeping.

MRS. J. B. STAUFFER,
Director of Model School.

IRA VANIMAN,
Director of Gymnasium for Ladies.

F. G. MUIR,
Chapel Music.

IRA VANIMAN,
Director of Gymnasium for Young Men.

MRS. J. B. STAUFFER,
Matron.

Others supplied as class necessities demand.

BOARD OF DIRECTORS.

Elder Edward Frantz, <i>President</i> ,	-	McPherson, Kansas.
S. B. Fahnestock, <i>Vice President</i> ,	-	" "
F. A. Vaniman, <i>Treasurer</i> ,	- - -	" "
H. J. Harnly, <i>Secretary</i> ,	- - -	" "
Elder J. J. Yoder,	- - -	Conway, Kansas.

ADVISORY BOARD

Elder Michael Keller,	- -	Nickerson, Kansas.
Elder Geo. Manon,	- - -	Gypsum, Kansas.
Elder A. C. Daggett,	- - -	Covet, Kansas.

GENERAL INFORMATION.

LOCATION AND ACCESSIBILITY.

PURPOSE AND IDEALS.

MATERIAL EQUIPMENT.

MORAL AND RELIGIOUS INFLUENCES.

LITERARY SOCIETIES.

DISCIPLINE.

EXPENSES.

LOCATION AND ACCESSIBILITY.

McPherson, Kansas, is not far from the center of the state, whose geographical and material advantages have been made famous in Governor Hoch's celebrated metaphor, "The rich, juicy meat in the heart of the national sandwich." It is a thriving little city of thirty-five hundred people and is the seat of government of McPherson county. It is a city of prosperous merchants, beautiful homes, parks and shade trees, and is surrounded by waving fields of wheat, corn and alfalfa. The climate is mild and healthful.

McPherson is easily accessible from all parts of the country. The El Paso division of the Rock Island system passes through it, over which run daily through trains between Chicago and California. A branch of the Santa Fe system connects McPherson with the main line about fifty miles distant both east and west. Santa Fe trains stop on signal at McPherson College station, two blocks from the campus. The Union Pacific and Missouri Pacific roads also have branches here.

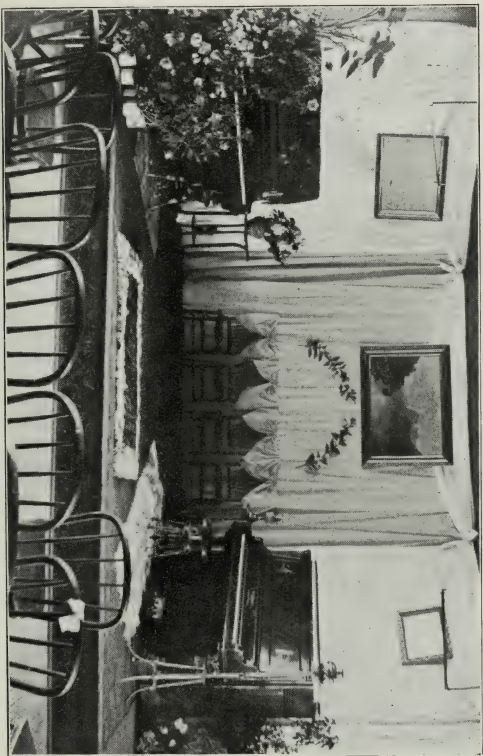
The college is beautifully situated on an elevation at the eastern end of Euclid street, the principal east and west thoroughfare of the city. The campus is dotted with growing maples, elms and evergreens, and is far enough from the center of business to insure an environment most favorable to student life.

PURPOSE AND IDEALS.

McPherson College was established in order to provide the young people of the Dunker Brethren church with facilities for a thorough, Christian education. However, no denominational test of admission is applied and its doors are open to all persons of good moral character who are in sympathy with the general spirit of the institution.

The conception of education which controls at McPherson is that which regards it as a development of the whole being, body, mind and spirit. While the most thorough and exacting intellectual discipline is demanded, as an examination of the courses in this catalog will show, special care is taken that the whole atmosphere of the school shall be favorable to spiritual culture also. High ideals of character are constantly held forth. True education is held to include both the acquisition of power and the direction of this power to worthy ends. Equipment for honorable service to humanity and for appreciation of the best things which life can afford are ideas distinctly taught.

The institution stands definitely for the doctrine of "The Simple Life." Modesty in dress and bearing, simplicity in social customs, the dignity of all honest labor, are popular ideas. The rich student who imagines that his wealth will bring him prestige is likely to suffer a painful disillusionment, while the poor one who must work his way through, provided only his work be well



VIEW OF ROSTRUM, COLLEGE CHAPEL.

done, will find himself honored and respected. No aristocracy, save that of character, is known.

MATERIAL EQUIPMENT.

Buildings.—Two large substantial buildings and a third in course of construction furnish ample accommodations. The main building ninety-four by one hundred and seventeen feet, contains the chapel, recitation rooms, commercial hall, part of the laboratories and the gymnasium.

A second building, forty by one hundred feet, three stories and basement, is used as a dormitory and dining hall. Students' rooms are comfortably furnished, have steam heat and electric lights.

A third building, a Carnegie library, fifty by sixty feet, is in course of construction and will be ready for use the coming session.

The Gymnasium occupies a basement room thirty by seventy feet, with bath and dressing-room annex twenty-five by thirty-five feet. The gymnasium is well equipped with apparatus, tub and shower baths and lockers.

The athletic grounds, occupying the north side of the campus, have been recently put into good condition and are now well equipped for college athletics.

Library.—The beautiful new library building of pressed brick, stone and concrete, with over sixteen thousand dollars of upkeep endowment, will be ample to meet our library and reading room wants. There are over ten thousand volumes in the library. New books are con-

stantly added. In the reading rooms are found scores of the best newspapers and magazines.

Apparatus.—In the way of apparatus there is no college in the west better equipped for the work it attempts.

There are twelve modern microscopes, two microtomes, ovens, paraffin baths, projecting microscope and all other equipments of a first class biological laboratory.

The chemical laboratories are equipped with modern desks, hoods, balances, gasometers, retorts, chemicals, etc. In fact, everything needed to do first class work.

In the physical laboratories are found air pumps, engines, dynamos, motors, galvanometers, spectroscopes, ampere meters, resistance coils, and hundreds of other pieces of apparatus too numerous to mention. There is a Chicago model dissolving view stereopticon, also a more modern single stereopticon fitted for either oxy-hydrogen, oxy-ether, acetylene or electric light illumination, with attachments for opaque and microscopic projections.

For astronomy there is a four-inch telescope, and for surveying a transit and other necessary equipments.

The Museums.—Here are valuable collections of mammals, birds, birds' nests and eggs, reptiles, corals, shells of various kinds, insects, minerals, rocks and fossils, herbarium, etc., etc. Additions to the collections are solicited.

MORAL AND RELIGIOUS INFLUENCES.

The high ideals and principles for which the college itself stands, together with most favorable surroundings, combine to impart to the student life a moral tone of an

exceptionally high order. McPherson has many live churches, a large active Y. M. C. A., a public library, another college beside our own, a choral union, a first class lecture course. It has no saloons, no joints, and no paupers. More than the average city or town it is free from the vices which are liable to prove pitfalls for young people. McPherson is not noted for its mines or manufacturing interests, but is dependent for its prosperity upon the rich agricultural community which surrounds it. It is easy to see how this fact tends to keep away from the city the less desirable classes of inhabitants. It is an ideal college town; just the kind of a place in which it is a pleasure to live and to which it is safe for parents to send their sons and daughters.

In the college itself devotional exercises are held each school day in the chapel, and regular evening prayers are held in the dormitory. The morning watch and systematic daily Bible study are also observed by many. Sunday school and two preaching services are held in the college chapel each Lord's Day. Young people's societies are active and exert a strong Christian influence upon the student body. And what is really of chief significance in determining the religious tone of an educational institution, the teachers are Christian men and women, and their daily work is permeated by the Christian spirit.

LITERARY SOCIETIES.

Three literary societies are sustained by the students of the college. Every student is expected to unite with one of these societies and to participate in the exercises of the society.

The Irving Society is open to the students of the collegiate classes and the senior normals. The sessions are held each Saturday evening in Irving hall. The hall is well furnished and lighted by electricity.

The Eureka Society is open to sophomore and junior normals and junior and senior academic students. The sessions are held each Saturday evening in the college chapel.

The Elite Society is open to all students below the ranks of the Eurekas and Irvings. They hold their sessions each Monday evening in Irving hall.

Students cannot afford to miss the mental discipline acquired by taking part in these literary societies. An annual oratorical contest is held under the auspices of the Irving Society.

DISCIPLINE.

The standards of social life and conduct at McPherson College are those which belong to well-bred people everywhere. When young people apply for admission to the college it is assumed that they are ladies and gentlemen, and they are treated and trusted as such until they show themselves unworthy of the trust. If a student shows a disposition not to fall into line with the high stan-

dard of conduct which prevails, he is admonished. If he persists, he cannot remain in the institution.

The reformation of young people of vicious habits is a noble work but it is not compatible with the purpose and ideals of McPherson College. The best interests of its constituency demand that its opportunities should be open to ladies and gentleman only. The patronage of those who want to have a "good time" is not solicited. When the presence of such is discovered they must choose quickly between a change of program and a departure to other climes. To all who mean business and want the largest returns for time and money expended we extend a hearty welcome and we promise you the best service which it is in our power to give.

EXPENSES.

(Four studies constitute a full program.)

Tuition, per quarter in advance.....	\$10.50
Tuition, per week.....	1.25
Tuition, two quarters in advance.....	20.00
Tuition, three quarters in advance.....	30.00
Tuition, per year in advance.....	40.00
Tuition, single study, per week.....	.50
Tuition, Stenography alone, per quarter in advance	7.50
Tuition, Stenography with other studies, per quar- ter in advance.....	5.00
Tuition, Typewriting, per quarter in advance.....	6.00
Tuition, full course Advertising.....	35.00
Beginning Chemistry, per quarter.....	2.00

Advanced Chemistry, per quarter.....	3.00
All students pay per quarter for library fee.....	.25
Physies, per quarter.....	1.00
Advanced Physiology, per quarter.....	1.00
Biology, per quarter.....	1.00
Board, in advance for the year.....	66.00
Board, three quarters.....	51.00
Board, two quarters.....	34.00
Board, one quarter.....	17.50
Board, less than a quarter, per week.....	2.00
Holiday week.....	3.00
Board, less than a week, per meal.....	.15
Ink, per quarter.....	.10
Fuel, Fall or Spring quarter.....	1.00
Fuel, Winter terms, each.....	4.50
Fuel, per year in advance.....	10.00
Fuel, per week, Fall or Spring.....	.15
Fuel, per week, Winter quarter.....	.50
Furnished rooms, per week.....	.50
Board, Tuition, furnished room and fuel, per year in advance.....	\$132.00
Special Examination Fee.....	1.00
Private Lessons, each, in advance.....	.50
Chemistry, General, per quarter.....	2.00
“ Qualitative, per quarter.....	3.00
“ Quantitative, per quarter.....	3.00
“ Organic, per quarter.....	4.00
Astronomy, per quarter.....	1.00
Zoology, per quarter.....	1.00

Botany, per quarter.....	.50
Physiology, per quarter.....	1.00
Biology, per quarter.....	1.00
Physics, per quarter.....	1.00

All laboratory fees must be paid in advance. Grades will not be granted until the fees have been paid.

GRADUATING FEE, INCLUDING DIPLOMA.

College	\$ 5.00
College, with State Certificate.....	6.00
Normal	5.00
Normal, with State Certificate.....	6.00
Elocution	3.00
Music (Certificate)	3.00
Music (Diploma)	5.00
College post graduate.....	10.00
Commercial	3.00
Commercial (Post Graduate).....	5.00
Biblical (Certificate).....	3.00
Biblical (Collegiate).....	5.00
Academic	3.00
Shorthand	3.00
Penmanship (Certificate)	1.00

No student will receive the final testimonial and grade until this fee is arranged for.

All expenses are due and payable one quarter in advance. Students paying a quarter or more in advance and having to quit school before the time paid for is expired, will be charged at the quarter rates for whole quarters, and at week rates for less than a quarter. Students

whose conduct is such as to require their dismissal, forfeit all claims to the money paid by them.

No rebate for students going home Saturdays and remaining till Monday. No reduction for absence for less than two weeks.

Text books and stationery are kept on sale at the College office.

Students should bring with them any text books they may have.

Students voluntarily rooming alone, two rates for Room Rent.

Students in Dormitory furnish their own Blankets.

For further information address, McPherson College, McPherson, **Kansas**.



NORMAL CLASS 1906.

The DEPARTMENT OF ARTS,
LITERATURE AND SCIENCE.

NATURE AND SCOPE.

THE COLLEGE PROPER.

THE NORMAL SCHOOL.

THE ACADEMY.

THE SUBJECTS OF INSTRUCTION.

THE TABULATED COURSES.

***The* NATURE AND SCOPE OF THE COURSES OFFERED IN THIS COLLEGE.**

THE COLLEGE.

Two collegiate courses are offered, the classical and scientific, each leading to the degree Bachelor of Arts. These courses, as tabulated, serve to show the nature and amount of the work required for the degree, but it is not to be supposed that the courses of all students must conform exactly to either of them. Reasonable liberty of substitution is allowed, provided the work offered is equal in value to that for which it is substituted.

Entrance Requirements.—Students may be admitted to the college from high schools, academies and preparatory departments of other colleges, as well as on completion of our own academy course. The applicant for admission must present a certificate or a letter from the principal of the school recommending him for admission.

Students from high schools accredited by the high school examiner for the State University will be admitted unconditionally provided that they have the following units to their credit:

1. Three units of English;
2. Two and one-half units of Mathematics;
3. Four units of Latin;
4. One unit of Physical Science;
5. One unit of Biological Science;
6. One unit of History.

A unit is a subject (like Latin, for example) running for one year; that is, not less than thirty-five weeks, five recitations per week, with at least forty minutes for each recitation. Fifteen units are necessary for unconditional entrance, the remaining units being elective.

State Certificate.—Those who complete one of our college courses including the Pedagogy here outlined, will receive from the State Board of Education a State Certificate for three years. After having taught successfully two of the three years and having shown a satisfactory interest in the literature of the profession, a Life Diploma will be issued. The only examinations are those given by the College when the studies are taken. Following is an outline of the Pedagogy required:

1. A course of twenty weeks in History of Education.
2. A course of ten weeks in Philosophy of Education.
3. A course of ten weeks in School Law.
4. A course of ten weeks in School Management.
5. A course of ten weeks in Methods of Instruction.

All above courses to be given by the Professor of Pedagogy.

6. One teachers' course of twenty weeks in some other department of the institution, which must include (a) a broad review of the field in which the course is given; (b) a development of the principles involved in the successful teaching of the subject and its correlates in the secondary schools of the state; (c) a study of the comparative value of authorities and methods and the uses of material aids in teaching; and, if possible, (d) actual practice in teaching for not less than ten weeks.

The above is the work in Pedagogy outlined by the State Board of Education for the approved colleges.

THE NORMAL SCHOOL.

The normal course is designed for those preparing to teach, and leads to the degree Bachelor of Scientific Didactics. This course affords every opportunity to teachers to qualify themselves thoroughly for the highest success in their noble calling—to make teaching not a mercenary business but the noblest profession. It is our fixed purpose to maintain the highest standard and to inspire such wholesome enthusiasm as shall most certainly and most fully accomplish this aim. We meet competition, not by cheapening our goods, but by superior advantages.

The First Three Years' Work has been arranged, as far as possible, parallel with the academy course, so that anyone who has finished an academy course of equal scope and thoroughness can take up the distinctively professional and so complete the course the more readily.

Entrance Requirements.—Students may be admitted to the first year of the normal course on completion of the eighth grade, or on the presentation of a third grade teachers' certificate.

State Certificate.—The Normal Course as here tabulated has been approved by the State Board of Education, and graduates who pass a final examination in the five following branches: History of Education, Philosophy of Education, School Laws, Methods of Teaching and School Management, receive a certificate valid in any public

schools of the state for three years. After teaching successfully at least two years of these three, a Life-Certificate is issued, superseding all other certificates and examinations.

Those taking twenty weeks' practice teaching in the Model School will be granted a Three Years' Certificate by the State Board of Education, without taking under the Board the examinations on the Professional Branches. By taking the examinations within the three years, and having taught successfully during two of the three years, a Life Certificate may be gotten.

THE ACADEMY.

The two academic courses are intended to prepare students for the corresponding courses in the college. For those who are unable to pursue their education further, these courses will serve as the best preparation for practical life.

Students may be admitted to the second year of the academic course on completion of the eighth grade or on presentation of a third grade teachers' certificate.

DETAILED DESCRIPTION OF SUBJECTS OF INSTRUCTION.

ENGLISH.

The work in English includes Orthography, Word Analysis, Grammar, Composition work in all its phases, the Foundation and Principles of Rhetoric, and a systematic survey of the whole field of English Literature. Our

course in Grammar is unusually thorough and practical. The object in studying grammar is threefold, to afford mental discipline, to help in unlocking the meaning of sentences, and to aid in acquiring a correct use of our language.

In the study of English Literature the aims are: to guide the student in the choice of books; to train him in true and skillful literary interpretation; to purify and cultivate his literary taste; to make him acquainted with master minds; to put him in possession of the greatest thoughts expressed in the best language, and finally, to enable the student to make the most of his own powers of thought and gifts of expression.

1. *English Language*.—A study of the principles of composition, with written exercises. Open to normal and academy students. First Semester.

2. *English Grammar*.—A thorough study of the grammar of the English Language. Open to normal and academy students. Second Semester.

3. *American Literature*.—A study of the history of American Literature with a study of at least one production from each representative writer. Open to normal and academy students. First Semester.

4. *English Literature*.—A study of the history of English Literature with a study of at least one production from each representative writer. Open to normal and academy students. Second Semester.

Nos. 3 and 4 must include the study and reading of the classics outlined by the committee on college entrance requirements.

5. *English Classics*.—A reading and study of the best classics in both American and English Literature. For normal students. Second Semester.

6. *Rhetoric*.—A study of the principles of rhetoric with original thesis work illustrating the different types of prose composition. Open to college freshmen. First Semester.

7. *American Poets*.—A study of the prominent poets of America, including their relation to the English poets. Open to college freshmen. Second Semester.

8. *Victorian Literature*.—A critical study of Tennyson and Browning. Lectures on the literature of the period. Open to sophomore students. First Semester.

9. *Eighteenth Century Poets*.—A study of the representative productions of the prominent poets of the period. Open to junior students. First Quarter.

10. *Milton*.—A thorough study of *Paradise Lost*. Lectures on the literature of the age of Milton. Open to juniors. Second Quarter.

11. *Shakespeare*.—This course is designed to give the student a knowledge of Shakespeare as an artist; his power to portray character; the different types of the drama represented by his works. At least one drama from each type is studied critically. Open to junior students. Second Semester.

12. *Anglo-Saxon Period*.—A study of the Anglo-Saxon grammar; *Boewulf*, *Judith* and other productions. Open to seniors. All Year.

MODERN LANGUAGES.

German.

1. German Grammar.—A study of the grammar of the German language with sight reading and writing in German script. Open to academy and college students. First Semester.

2. “Gluck Auf,” “Carruth’s German Reader,” and conversation. Sight reading, translation, and review of grammar. Open to academy and college students. Second Semester.

3. “Minna von Barnhelm,” “Der Neffe als Onkel,” “Die Jungfrau von Orleans,” and “Wilhelm Tell.” Conversation. Open to college students. Through the year.

French.

French will be offered only as optional in case there are enough applications to form a class.

LATIN.

First Year.—Collar & Daniell’s First Year Latin; first, second and third quarters. Twenty pages of Cæsar, with prose composition work and careful training in the use of the Grammar; fourth quarter. The aim of this year’s work is a thorough knowledge of the paradigms, the acquisition of a vocabulary, and practice in reading.

Second Year.—Cæsar continued until four books or their equivalent are finished, with at least one period a week in prose composition; systematic drill on constructions and vocabulary of Cæsar; grammar continued; and the history he narrates; first, second and third quarters. Cicero, first three orations against Cataline, with the equivalent of one period a week in prose work; study of



Cicero's style and diction, and historical background; syntactical drill; fourth quarter.

Third Year.—Cicero continued; fourth oration against Cataline, the one for the poet Archias, and the one concerning the Manilian law; prose work; first quarter. Virgil's Aeneid, six books; practice in metrical reading; prosody; study of the mythology and literary merit; syntactical drill and composition; second and third quarters. Cicero's De Senectute; philosophy of the time; syntactical drill; review of the grammar; fourth quarter.

Fourth Year.—Cicero's De Amicitia; literary merit; syntactical drill; first quarter. Livy, selections from books I and II; early Roman history; practice in sight reading; syntactical drill as needed; second and third quarters. Horace, selections from the Odes; careful study of prosody and practice in metrical reading; political and literary history of the Augustan age; syntactical work as needed; fourth quarter.

Fifth Year.—Selections from the Annals of Tacitus, with a study of his style, syntax and diction; political conditions; first quarter. Horace, selections from the Epistles and Satires; political history and social conditions of the times; second quarter. Selections from prominent Latin poets, review of prosody; comparison of style, meter, and literary merit; finer passages memorized; lives of authors; third quarter. Juvenal, selected satires; social life and literary history of the times; rapid survey of the preparatory Latin; fourth quarter.

GREEK.

The emphasis which was formerly placed on the study of the ancient classics has been transferred in modern times to other subjects, such as science, sociology and pedagogy. The effects of this shifting of emphasis have been felt in McPherson College as in all other educational institutions. The educational value of the study of the Greek language is still recognized, however, both as a means of intellectual discipline of the highest worth and as the gateway to an appreciation of the life and civilization of a people which has exerted an immeasurable influence upon modern society. In our classical course three years of good strong work in Greek are offered.

First Year.—The first year is given to the mastery of the grammatical principles of the language, the acquisition of a vocabulary, and practice in easy historical reading. Open to fourth year students in the academy.

Second Year.—The first semester is given to the study of Xenophon's *Anabasis*, and the second semester to that great masterpiece of Greek literature, Homer's *Iliad*. Open to college freshmen.

Third Year.—A quarter each is given to selections from Lysias, Plato, Sophocles and Demosthenes. Open to sophomores.

New Testament.—Courses in the Greek New Testament given in the Biblical Department are also open to collegiate students.

MATHEMATICS AND ASTRONOMY.

In these courses, the College is well equipped for instruction. In mathematics, there is a set of models, besides a large number of reference books. Of the work in mathematics, two things are especially urged: First, that it shall develop in the student a certain degree of mathematical maturity and that it shall make him familiar with the subject matter and the methods; second, that it shall furnish him with certain facts, an accurate knowledge of which is indispensable to advancement. Most students fail in work because they are poorly equipped. For illustration they can not perform the ordinary operations of arithmetic and algebra either rapidly or accurately. When students enter higher work, they have to spend much of their time in studying those things with which they ought to be familiar, instead of spending their time and energy on their new work. Therefore, the students who enter mathematics, must be careful and not begin too far along and thus be handicapped and not keep the pace which is set by those properly prepared. It is not sufficient that a student should once have known his mathematical facts, he must know them at the time when he begins work. The object of the course in mathematics is twofold: First, to train the mind to habits of logical and independent thought; second, to give to the mind an increase of power.

In astronomy, the department has a four-inch telescope with eye pieces ranging in power from seventy-five to three hundred diameters, and one inch transit, a celes-

tial globe, and a projection lantern. In the library are to be found publications of the best authors on astronomy.

Mathematics.

1. *Elementary Arithmetic*.—Several classes are conducted to accommodate the students who have not had the advantage of a good common school education in arithmetic, and to prepare such for the Normal class. A class is started each quarter. Daily recitations under competent instructors.

2. *Advanced Arithmetic*.—This course is open to all graduates of common schools and others who have the elementary arithmetic. A general review of fundamental operations, least common multiple and greatest common divisor, fractions and compound numbers is given first. The important subjects are then thoroughly presented; percentage and its applications, involution, and evolution, mensuration, and progressions. The student should have the elementary algebra as a basis, for algebraic principles are used in solution of many problems and are presented. Time, eighteen weeks; first semester; daily.

3. *Teacher's Class*.—A general review of all the rules and principles is given to prepare students for examinations to secure county certificates. Many problems are worked and principles fully explained. Time, nine weeks; fourth quarter; daily.

4. *Elementary Algebra*.—A beginner's course is open to all who have never studied algebra. The elementary principles of all the fundamental operations are

taught. It is designed to prepare students to enter the regular normal and high school algebra. Time, eighteen weeks; second semester; daily.

5. *High School Algebra*.—Open to Academic and Normal students. Course embraces fundamental operations; factoring, determination of the least common multiple and highest common factor, fractions, equations, both literal and numerical, of the first degree with one or several unknown quantities; powers and roots; binomial formulæ for positive, entire exponents; and theory of exponents, including positive and negative exponents, both fractional and integral. Supplemental work given. Time, eighteen weeks; first semester; daily.

6. *High School Algebra*.—Continuation of Mathematics 2. Course embraces radical quantities; quadratic equations both numerical and literal, with one or two unknown quantities; ratio and proportion; progression, both arithmetical and geometrical with applications; indeterminates and inequalities; fundamental principles and operations of logarithms, using a four or five place table; elements of combinations and permutations, nature of series; method of indeterminate coefficients; binomial theorem, any exponent; and some elemental work on theory of equations. Supplemental work given. Time, eighteen weeks; second semester; daily.

7. *Plane Geometry*.—The usual theorems and constructions which include the general properties of plane rectilinear figures, the circle and the measurement of

angles, similar polygons, areas, regular polygons, measurements of the circle, loci, symmetry, variables and limits, maxima and minima, and numerical properties of lines and figures. All the original exercises required besides the principles, definitions, and axioms. Time, eighteen weeks; first semester; daily.

8. *Solid Geometry*.—The usual theorems and constructions, including the relations of planes and lines in spaces; the principles of dihedral and polyhedral angles; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and spherical triangle, and the elements of conic sections. Solution of original exercises required. Time, eighteen weeks; second semester; daily.

9. *Trigonometry, Plane and Spherical*.—Careful attention is paid to the consistent and scientific development of the fundamental principles and definitions. The course embraces the relation of the six functions as ratio, circular measurement of angles, proofs of principal formulas, construction and use of trigonometrical tables, and the solution of right and oblique triangles. Many practical problems are required to be solved. Time, twelve weeks; second semester; daily.

10. *Surveying*.—This course embraces the use of drawing instruments, transit, level and compass. The theory of surveying taught by recitations and lectures. The practical application is taught by field work in measurements by chain and tape, profile leveling, and field surveys with transit. Many problems are required

to be solved. Each student is expected to put in six hours per week, for six weeks in field work with the instruments, and notes and computations of work are required. Time, six weeks; fourth quarter; daily.

11. *University Algebra*.—A general review of principles of algebra is taken up first. The principal topics are quadratics, imaginaries, theory of exponents, ratio and proportion and variation, progressions, theory of limits, series, methods of undetermined coefficients, binomial theorem, choice and chance, determinants, theory of equations, solutions of numerical higher equations, by graphic methods and Descartes rule of signs and Horner's method. Time, eighteen weeks; first semester; daily.

12. *Calculus*.—Elementary courses in differential and integral calculus. Fundamental principles and general methods, with some practical applications to problems. Time, eighteen weeks; first semester; daily.

13. *Analytic Geometry*.—Elements of plane analysis, including the geometry of the conic sections. Time, eighteen weeks; second semester; daily.

Astronomy.

1. *Descriptive*.—Open to fourth year Normals and Collegiate students. Regular text book work supplemented by lectures and investigation of special subjects. Laboratory work four hours per week. Notes of observations required besides theses and star map. Course embraces a study of the facts and principles, the earth, moon, sun, planets, comets, stars, nebulae, the structure

of the heavens, and the various astronomical theories. Time, eighteen weeks; second semester; daily.

2. *Advanced*.—The more theoretical and mathematical part of astronomy is presented. Laboratory work almost exclusively supplemented by general research on special subjects as, history, use of instruments, and theories, etc. Time, eighteen weeks; first semester.

PHYSIOLOGY.

The physiological department, located in the science hall, is thoroughly equipped with approved modern apparatus for demonstration and experimental work. The apparatus consists of stereopticon with microscope and opaque projections, microscopes, charts, manikin, skeleton, microtome, paraffine baths, staining and mounting media, and a large collection of slides. Besides the apparatus, the department possesses a library which contains the latest reference books and other literature pertaining to the subject. The factors which cause disease or promote the health of the body; as food, water, air and ventilation, physical and mental work and rest, and stimulants and narcotics, are taught and emphasized in all the courses.

1. Elementary course, open to Academic and sub-normal students, designed to give the general principles of physiology and hygiene, and to prepare students for advanced work. Regular text book work supplemented by illustrations, dissections, and lectures. Time, eighteen weeks; first semester; daily



A ROOM OF BUSINESS DEPARTMENT.

2. A short course intended for teachers and others who need a comprehensive review to prepare them for examinations and to enter advanced work. Text book work supplemented by lectures and demonstrations. Time, nine weeks; fourth quarter; daily.

3. An advanced course open to fourth year Normals and Freshman Collegiate students. Requirements physiology 1 or its equivalent. Lectures and demonstrations given. Students should have completed at least one course in chemistry and zoology in order better to understand the explanations and the text book. The course embraces a study of the tissues, the skeleton, the digestive and circulatory apparatuses, the muscular, nervous, and other systems, besides the laws and principles underlying the processes of the human body. Laboratory work, which includes mounting, microscopic study, and drawing of the principal tissues of the body, a study of the human skeleton, and dissection work, four hours per week. Notes, drawings, and theses are required. Recitations three times per week. Time, eighteen weeks; first semester.

PHYSICS.

The physics department is well supplied with apparatus. The apparatus includes air pumps, wireless telegraphy, X-ray outfit, dynamos and motors, galvanometers and volt-ammeters, and the other apparatus necessary to illustrate all the experiments in beginning physics, besides all the ordinary experiments given in a year's course of college physics. Many new pieces are

being added as rapidly as possible. In the library, are many standard books and articles relating to the subject.

1. *Elementary*.—Course open to Normals and Academics. The course is designed to acquaint the student with the more important phenomena and with the principles involved in their explanation. The elements of mechanics, statics, kinematics, heat, light, sound, electricity and magnetism are taught. Laboratory experiments performed in illustration of the principles. Students are required to keep drawings and notes of experiments and to work out the problems embracing the principles. Time, eighteen weeks; second semester; daily.

2. *Mechanics*.—Open to Sophomore Collegiates and those having had physics 1, geometry, trigonometry, and university algebra. Course embraces an extended investigation of the laws and principles of mechanics, hydrostatics, and pneumatics. Laboratory work four hours per week. Drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks; first quarter; daily.

3. *Heat*.—Continuation of Physics 2. Course embraces a discussion of laws and principles of expansion, calrimetry, fusion, solidification, evaporation, boiling and condensation, conduction and radiation, and thermodynamies. Laboratory work four hours per week, drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks; second quarter; daily.

4. *Electricity and Magnetism*.—Continuation of

Physics 3. Course embraces laws and principles underlying electrostatics, magnetism, and current electricity. Laboratory work four hours per week. Drawings and notes of experiments required. Time, nine weeks; third quarter; daily.

5. *Sound and Light*.—Continuation of Physics 4. Course embraces a study of the principles, laws, and theories, forming the basis of acoustics and optics. Laboratory work four hours per week. Drawings and notes of experiments required. Practical problems given. Time, nine weeks; fourth quarter; daily.

CHEMISTRY.

The chemistry department, located in the basement, is well equipped. The laboratory room for experiment work accommodates forty students working at one time. There are good chemical tables with drawers and lockers. Each student is loaned the apparatus for his individual use. All chemicals, reagents, and apparatus necessary are in stock. The spectroscope and balance room is easily accessible across the hall. General apparatus includes gas generators, gasometer, gas cylinders, analytic and general balances, spectroscope, projection lantern, drying oven, water bath, standard thermometers, hydrometers, specimens to illustrate organic chemistry, hood, besides stock of glassware and smaller pieces of apparatus. Recitation and lecture room is in the large and commodious Science Hall. An excellent reference library consisting of principal text books and other publications relating to Chemistry is in the adjoining room. While in

the courses given, the text books are used as guides, the instruction is in no case confined to what is presented in the book. Students are referred to standard publications bearing on their work. Further, the chief instruction in every course is that given in the laboratory.

1. *General Inorganic Chemistry*.—This course comprises a study of the most important chemical facts. First, the physical and chemical characteristics, the preparation and recognition of the principal elements and their compounds, and the fundamental principles, processes, and definitions; Second, the modern chemical theories and laws; and third, the practical application of chemistry to every day life and to the useful arts. Regular text book work supplemented by lectures and class demonstrations. Physics required as a basis. Laboratory work four hours per week. Note book of experiments performed and simple reactions is required, as also theses and carefully written abstracts of lectures. Time, eighteen weeks; first semester; daily.

2. *Qualitative Chemistry*.—Open to all who have had course 1. It comprises a study of those reactions of the elements and their compounds that are used in their detection. This is followed by the practical application of the knowledge thus gained to the analysis of unknown substances, both in the solid form and in solution. Laboratory work four hours per week. Notes of experiments and reactions required besides theses. Regular text book work in qualitative analysis and metallurgy, besides lecture and investigative work in chemical sub-

jects. Time, eighteen weeks; second semester; daily.

3. *Quantitative Chemistry*.—Comprises a small number of simple gravimetric and volumetric determination, together with the study of the chemistry of the operations involved. Laboratory work six hours per week, supplemented by lectures and recitations. Notes of experiments and reactions required besides theses. Time, eighteen weeks; second semester; daily.

4. *Organic Chemistry*.—A study of Carbon Compounds and their derivatives. Regular text book work supplemented by lectures and investigative work. Laboratory work six hours per week. Notes of experiments and reactions required besides theses. Time, eighteen weeks; first semester; daily.

5. *Advanced Inorganic*.—The course embraces a history of chemistry and a more extended investigation of the elements, the laws, and the theories of chemistry than is given in course 1. Laboratory work six hours per week. Notes of experiments required besides theses. Time, eighteen weeks; second semester; daily.

BIOLOGY.

The department is located in the large and commodious science hall in the basement of the College building. The aim of the department is to bring the student into direct contact with nature and its truths, and hence while there are regular recitations and lectures to give broad and general views, there is a large amount of laboratory work in which the facts are learned first hand, and the methods and manipulations necessary to secure the facts

are practiced by the student individually. It is believed and experience has shown that the student acquires an intellectual independence and power to acquire knowledge direct from nature by this personal work rather than use of text books and lectures alone. The observation power is increased and the judgment is exercised.

The material equipment consists of a good supply of modern microscopes, projection microscopes, stereopticon microtome, paraffine baths, and other general apparatus. In Zoology, there is a large collection of stuffed animals in the library room, and a large case filled with preserved material for illustrations in science hall, several hundred slides, drawings of all type animals, tables, pans and a large supply of material for work. In Botany, there is a large herbarium of plants, slides and other necessary things for laboratory work. There is a large and complete supply of staining agents, mounting media, and apparatus necessary for cellular, histological, cytological, and embryological work. A library of recent and valuable books are in the department for reference work and to which the student is referred. McPherson County is rich in flora and fauna since in it are four or five distinct geologic formations. The Basin area is especially rich protozoa while two rivers and several running streams and hundreds of springs are rich in cryptogams and lower animal forms.

1. *Elementary*.—The instruction includes regular text books and lectures on various subjects, embracing systematic zoology, morphology, embryology, and eco-

onomic and historical zoology. Laboratory work embraces examination and dissection of the rabbit, bird, snake, frog, fish, cray-fish, clam, earthworm, grasshopper, starfish, hydra and amoeba. Notes of lectures, drawings of dissections and theses are required. Particular attention is paid to external form and to digestive, nervous, circulatory, respiratory, renal and reproductive systems in the laboratory work. Time, eighteen weeks; first semester.

2. *General Biology*.—Open to Junior Collegiates who have had Zoology 1 or its equivalents. Course embraces regular recitations and lectures, also a prescribed course of supplemental reading. Laboratory work embraces a study of cell, amoeba, bacteria, star fish, clam, earthworm, frog, both gross and microscope. Drawings and notes of the work required. Time, eighteen weeks; first semester; daily.

3. *Histology*.—This embraces preparing, fixing, and embedding, sectioning, and staining of tissues and all microscopic and histological technique. A careful study is made of the elementary tissues and structure of the organs of animals. It is a laboratory course combined with recitations, lectures and reading. Notes, drawings and theses are required. Time, eighteen weeks.

4. *Cytology*.—A laboratory course, supplemented by recitations, lectures and readings which embraces a study of the cell with special reference to the maturation, fertilization, cleavage, and cell division and its protoplasmic structure. Careful attention is given to the technique. Time, eighteen weeks.

5. *Embryology*.—A laboratory course, supplemented by recitations, lectures and readings which embraces a study of the development of the chick. Considerable attention is given to technique of the subject. Time, eighteen weeks.

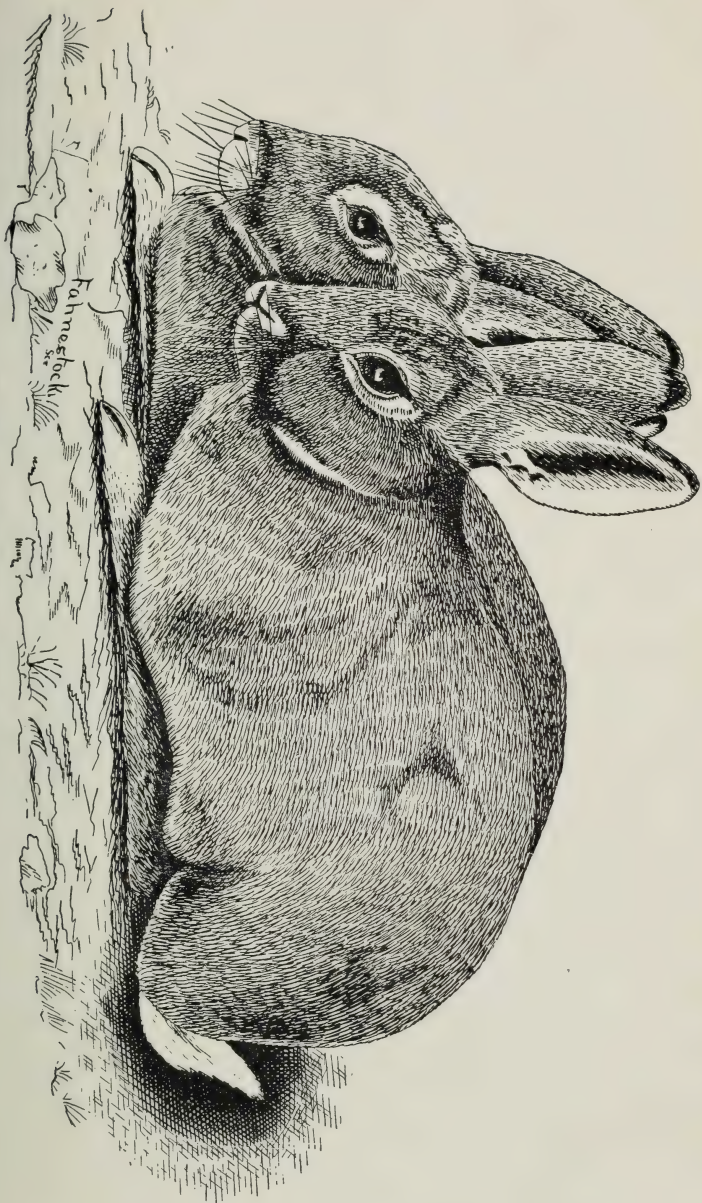
BOTANY.

1. *Elementary*.—Course embraces a study of plant structures and relations, plant morphology and economic botany. Regular recitations supplemented by lectures. Laboratory four hours per week. Drawings and notes of experimental work required. Time, eighteen weeks; second semester; daily.

2 *General Biology*.—Continuation of Zoology 2 and is open to Junior Collegiates who have had Botany 1. The study of the cryptogams is taken up in detail and some time spent on phanerogams. Recitations, lectures and supplemental reading given. Time, eighteen weeks; second semester.

PHILOSOPHY.

Construing this term in its broader sense it embraces Logic, Ethics, Psychology, Metaphysics, Christian Theism, Theory of the State, International Law and related studies. An examination of our Collegiate Courses will show that they are especially strong along these lines. The texts used are such as have been produced by recognized leaders in the various lines: Psychology, Dewey, James; The State, Wilson; Metaphysics, Bowne; Christian Theism, Samuel Harris; International Law, Woolsey; Logic, McCash; Sociology, Small and Vincent.



WITH A PEN BY J. B. FAHNESTOCK

It is the purpose of a Collegiate Course to give the student a proper foundation for his philosophy of life. In order that he may be given a true conception of reality it is necessary to put him into touch with those great thinkers who have thought so much of truth. It is especially the mission of the Christian College to show in its true significance the influence of Christ's teachings in the evolution of modern society. The outcome of such a Collegiate Course is not simply a degree to be attached to one's name, nor yet a state of culture, but a true conception of life and a character in harmony therewith.

THE TABULATED COURSES.

COLLEGIATE FRESHMAN YEAR.

McPHERSON COLLEGE

FIRST SEMESTER.		CLASSICAL.	SCIENTIFIC.
First Quarter.	University Algebra Rhetoric De Amicitia Anabasis	University Algebra Rhetoric German Chemistry	
Second Quarter.	University Algebra Rhetoric Livy Anabasis	University Algebra Rhetoric German Chemistry	
Third Quarter.	Trigonometry Poets of America Livy Homer's Iliad	Trigonometry Poets of America German Advanced Chemistry	
Fourth Quarter.	Trigonometry and Surveying Poets of America Horace (Odes) Homer's Iliad	Trigonometry and Surveying Poets of America German Lyrics Advanced Chemistry	
SECOND SEMESTER.			

FIRST SEMESTER.

SECOND SEMESTER.

COLLEGIATE SOPHOMORE YEAR.

		CLASSICAL.	SCIENTIFIC.
FIRST SEMESTER.	First Quarter.	Chemistry Victorian Literature German Sight Reading Memorabilia	Advanced Physiology Victorian Literature History of Education Mechanics
	Second Quarter.	Chemistry Victorian Literature Schiller Plato (Apology)	Advanced Physiology Victorian Literature History of Education Advanced Physics (Electrics)
SECOND SEMESTER.	Third Quarter.	English History Zoology German Lyrics Sophocles	English History Geology Philosophy of Education Advanced Physics (Sound)
	Fourth Quarter.	Demosthenes De Corona German Lyrics French History Zoology	French History Geology Methods of Teaching Advanced Physics (Light)

COLLEGIATE JUNIOR YEAR.

FIRST SEMESTER.		CLASSICAL.	SCIENTIFIC.
First Quarter.		Tacitus Advanced Physiology Psychology History of Education	18th Century Literature Psychology International Law Biology
Second Quarter.		Horace (Epistles and Satires) Advanced Physiology Psychology History of Education	Milton Psychology Logic Biology
Third Quarter.		Latin Poets Astronomy Geology Philosophy of Education	Shakespeare Astronomy The State Biology
Fourth Quarter.		Juvenal Astronomy Geology Methods of Teaching	Shakespeare Astronomy School Management Biology
SECOND SEMESTER.			

COLLEGIATE SENIOR YEAR.

FIRST SEMESTER.		SECOND SEMESTER.	
	CLASSICAL.	SCIENTIFIC.	
First Quarter.	Metaphysics Christian Theism Biblical Literature International Law	Metaphysics Christian Theism Biblical Literature Anglo-Saxon	
Second Quarter.	Christian Theism Biblical Literature Logic Metaphysics	Christian Theism Biblical Literature Anglo-Saxon Metaphysics	
Third Quarter.	The State Sociology Ethics History of Language	Sociology Ethics Anglo-Saxon History of Language	
Fourth Quarter.	School Management History of Civilization Sociology Ethics	History of Civilization Ethics School Law and Child Study Anglo-Saxon Sociology	

ACADEMIC.

FIRST SEMESTER.		FIRST YEAR.		SCIENTIFIC
		CLASSICAL		
First Quarter		Arithmetic U. S. History Penmanship English Grammar and Composition	Arithmetic U. S. History Penmanship English Grammar and Composition	Arithmetic U. S. History Penmanship English Grammar and Composition
		Arithmetic U. S. History Penmanship English Grammar and Composition	Arithmetic U. S. History Penmanship English Grammar and Composition	
Second Quarter		Primary Algebra Orthography Descriptive Geography English Grammar and Composition	Primary Algebra Orthography Descriptive Geography English Grammar and Composition	Primary Algebra Orthography Descriptive Geography English Grammar and Composition
		Primary Algebra Orthography Descriptive Geography English Grammar and Composition	Primary Algebra Orthography Descriptive Geography English Grammar and Composition	
Third Quarter.		Primary Algebra Orthography Descriptive Geography English Grammar and Composition	Primary Algebra Orthography Descriptive Geography English Grammar and Composition	Primary Algebra Orthography Descriptive Geography English Grammar and Composition
		Primary Algebra Orthography Descriptive Geography English Grammar and Composition	Primary Algebra Orthography Descriptive Geography English Grammar and Composition	
Fourth Quarter		Primary Algebra Orthography Descriptive Geography English Grammar and Composition	Primary Algebra Orthography Descriptive Geography English Grammar and Composition	Primary Algebra Orthography Descriptive Geography English Grammar and Composition
		Primary Algebra Orthography Descriptive Geography English Grammar and Composition	Primary Algebra Orthography Descriptive Geography English Grammar and Composition	
SECOND SEMESTER.				
FIRST SEMESTER.				

ACADEMIC AND NORMAL.

		SECOND YEAR.		FIRST YEAR.
		CLASSICAL	SCIENTIFIC	NORMAL
SECOND SEMESTER.	Fourth Quarter.	Algebra Higher Grammar Latin Civil Government	Algebra Higher Grammar Latin Civil Government	Algebra Descriptive Geography Higher Grammar History and Constitution of Kansas
	Third Quarter.	Algebra Higher Grammar Latin Civil Government	Algebra Higher Grammar Latin Civil Government	Algebra Descriptive Geography Higher Grammar History and Constitution of Kansas
	Second Quarter.	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric U. S. History
	First Quarter	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric U. S. History

FIRST SEMESTER.

SECOND SEMESTER.

ACADEMIC AND NORMAL.

FIRST SEMESTER.				THIRD YEAR.		SECOND YEAR.	
		CLASSICAL.		SCIENTIFIC		NORMAL	
SECOND SEMESTER	Fourth Quarter.	Higher Arithmetic Physics German Cicero	Third Quarter.	Higher Arithmetic Physics Botany Cicero		Latin Literature Geometry Botany	
	Third Quarter.	Geometry Physics Caesar German		Geometry Physics Caesar Botany		Latin Literature Geometry Botany	
	Second Quarter.	Geometry Caesar General History German		Geometry Caesar General History Physiology		Latin General History Geometry Higher Arithmetic	
	First Quarter.	Caesar General History Geometry German		Caesar General History Geometry Physiology		Latin General History Geometry Higher Arithmetic	

ACADEMIC AND NORMAL.

	FOURTH YEAR.		THIRD YEAR.	FOURTH YEAR.
	CLASSICAL.	SCIENTIFIC.		NORMAL.
FIRST SEMESTER.				
First Quarter.	American Literature Greek Cicero Bible History	American Literature Cicero German Zoology	• American Literature • Political Economy • Zoology • Book Keeping	• Advanced Physiology • History of Education • Kindergarten • Chemistry
Second Quarter.	American Literature Greek Virgil Bible History	American Literature Virgil German Zoology	• American Literature • Schol Law • Zoology • Word Analysis • Drawing	• Advanced Physiology • History of Education • Management • Chemistry
Third Quarter.	Virgil Greek Physical Geography Botany	Virgil German Physical Geography English Literature	• English Literature • Psychology • Physical Geography • Physics	Geology • Philosophy of Education • Ethics or Trigonometry and Surveying Astronomy
Fourth Quarter.	Physical Geography De Senectute Greek Botany	German De Senectute Physical Geography English Literature	• English Literature • Psychology • Physical Geography • Physics	Geology • Methods • Ethics or Trigonometry and Surveying Astronomy
SECOND SEMESTER.				

In the Fourth Year Normal Latin may be substituted for Geology and Astronomy.

The DEPARTMENT OF FINE ARTS.

ELOCUTION.

MUSIC.



MISS JESSIE ULLREY.

ELOCUTION. •

The purpose of this course is to develop the powers of expression in individuals.

One of the highest attributes of man, and that which places him apart from the rest of the animal creation is the power of expression.

We cannot measure men but by what they express, and hence expression is the measure of knowledge.

The ability to tell is next in importance to the ability to conceive since knowledge unexpressed affects the individual only. That which is not expressed lies dormant within ourselves; it is dead to the world and dies to us.

Expression employs the entire man, and hence tends to give a rounded development of body, mind, and spirit.

Ideas cannot be conveyed like material objects; we present only signs of ideas. All expression in itself then, is necessary to accurate impression.

VOICE

The voice is a natural reporter of the conditions, thoughts, and purposes of the individuals.

Correct breathing is fundamental. Shakespeare's method of breath control as applied to the speaking voice is employed to develop strength, freedom, resonance, and beauty of voice.

In conjunction with this technical training, which gives finesse to the instruments of speech, the voice is applied to sentiment, and its various uses and powers demonstrated.

Since the voice is the most wonderful and beautiful of musical instruments, and the finest avenue of human expression, particular stress is laid upon securing a musical, elastic quality of tone. The voice is trained to express spontaneously, genuinely, and easily the varying shades of thought and feeling.

BODILY EXPRESSION.

The study of gesture has been frequently and not without good reason condemned, because in most instances the process used has been purely mechanical and imitative.

Through the methods here employed a general physical response to sensation, thought, and emotion is cultivated in the individual, leading to power and freedom of movement and preserving withal both spontaneity and individuality.

This training tends to suppress superfluous gesture, and produce a closer adjustment of form to content.

LITERARY INTERPRETATION.

As literature is the content of the art of vocal expression it is purposed to arouse a desire in the student to know the best in literature; and to interpret it with a keen appreciation of its artistic qualities.

A careful analysis and interpretation of both prose and poetry are indispensable to all correct reading and recitation. These include the meaning, the motive, the treatment, the principal and subordinate ideas, their relation to each other, the climaxes of various parts, as also the climax of the whole, the grouping, the phrasing rhythm, color, etc.

To be an intelligent reader is a great accomplishment. Practically considered it is an aid to every other subject belonging to a course of instruction.

PHYSICAL EDUCATION

Physical education is a valuable adjunct in elocutionary training.

The latest and most approved methods of Educational and Esthetical Physical Culture are employed, formulated from the Emerson, Swedish, and Delsarte Systems.

The educational exercises are for the distinctive purpose of giving tone and vigor to the body, and for general freedom of movement, all of which are conducive to health. The esthetical exercises contribute more specifically to ease of posture and grace of motion, and still further to the training of the body and its members as responsive instruments of expression.

COURSE IN ELOCUTION—Two Years.

JUNIOR YEAR.

First Quarter.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Anatomy, Life Study.

Second Quarter.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Anatomy, Personation.

Third Quarter.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Grammar, Repertoire, Sight Reading.

Fourth Quarter.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Grammar, Repertoire, Phrasing, Chapel Recitals.

SENIOR YEAR.**First Quarter.**

Physical Culture, Voice Culture, Bodily Expression, Oratory, Rhetoric, English Literature, Repertoire, Chapel Recitals.

Second Quarter.

Physical Culture, Voice Culture, Bodily Expression, Oratory, Rhetoric and Extemporaneous Speaking, English Literature, Repertoire, Chapel Recitals.

Third Quarter.

Physical Culture, Voice Culture, Bodily Expression, Bible and Hymn Reading, Psychology, English Literature, Repertoire, Public Recitals.

Fourth Quarter.

Physical Culture, Voice Culture, Bodily Expression, Bible and Hymn Reading, Psychology, English Literature, Repertoire, Public Recitals.

RATES FOR SPECIAL AND PRIVATE LESSONS.

One special class \$5.00 per term in advance; two classes \$35.00 per year. Private lessons \$5.00 per ten lessons, or 75 cents per single lesson.

Chicago, Ill., July 25, 1905.

To McPherson College,
McPherson, Kansas.

Gentlemen:

I desire to commend Miss Jessie A. Ullrey as a TEACHER OF ELOCUTION and English Literature. Miss Ullrey is a well poised,

reliable young woman of strong character, thorough training, attractive personality and genial, helpful disposition. As a teacher she is discerning, thorough and enthusiastic. She has the power of leadership, and will win the thorough respect of her pupils and everyone associated with her.

Miss Ullrey is also a very attractive and entertaining reader. With a bright, expressive face, graceful presence, genial, pleasant manner, and a well modulated, flexible voice, she commands the attention of her audience the moment she comes before them and holds their interest to the close. She especially excels in the interpretation of the beautiful and of certain varieties of humor.

I congratulate anyone who is so fortunate as to secure her services either as teacher or reader.

MARY A. BLOOD,
President Columbia College of Expression,
Steinway Hall, Chicago.

MUSIC.

This department is established for the purpose of affording superior advantages for pursuing the study of music in its different branches. It aims to produce intelligent musicians of liberal culture in the various departments of musical activity. The course has been planned with reference to securing that symmetrical development of the musical faculties which is essential in the true musician, whether teacher or virtuoso.

BRANCHES OF STUDY.

These include Piano-Forte, Guitar, Mandolin, Organ, Voice Culture, Harmony, Literature, History, Violin, and Chorus Drill.

PIANO-FORTE.

The objects of Piano study are, (1) To cultivate musical discrimination, (2) To afford an *intelligent* and

true interpretation of the works of the great composers in all styles and schools.

To accomplish these results, such exercises, *etudes*, and pieces will be given as will meet the needs of each individual pupil. In the use of exercises and *etudes* the measure of value will be, not their *quantity*, but their power to correct, improve, and establish the mechanical and mental habits of the pupil.

PREPARATORY COURSE.

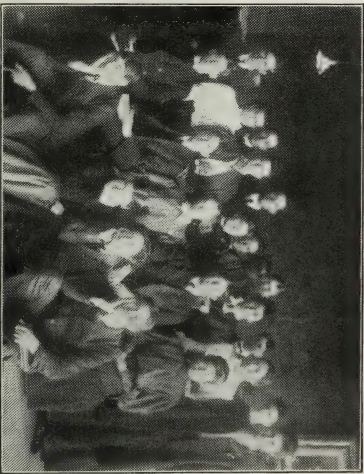
Elements of pianoforte playing, including hand culture, touch, notation, together with melody construction, rhythm study, elementary harmony, ear training. Instruction books used according to individual needs. A limited number of *etudes* by representative composers; sonatinas and rondos by Kuhlau, Reinecke, Gurlitt and others; smaller compositions by Handel, Bach, Mozart, Beethoven and others; easiest sonatas of Haydn and Mozart; selections from easier works of Schumann, Grieg, Kullak, Reinecke and others.

ACADEMIC COURSE.

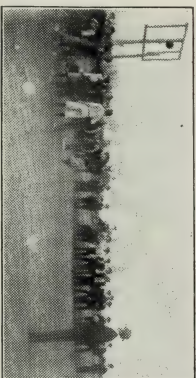
Further development of technique, including major and minor scales in various forms, chords, arpeggios, octaves, etc. A limited number of *etudes* from the best authors, such as Heller, Krause, Czerny, Cramer; preludes, two-part inventions, dance forms of J. S. Bach; sonatas by Haydn, Mozart and others; easier sonatas of Beethoven; compositions of moderate difficulty by Mendelssohn, Schubert, Chopin, Schumann, Grieg, Raff and others.



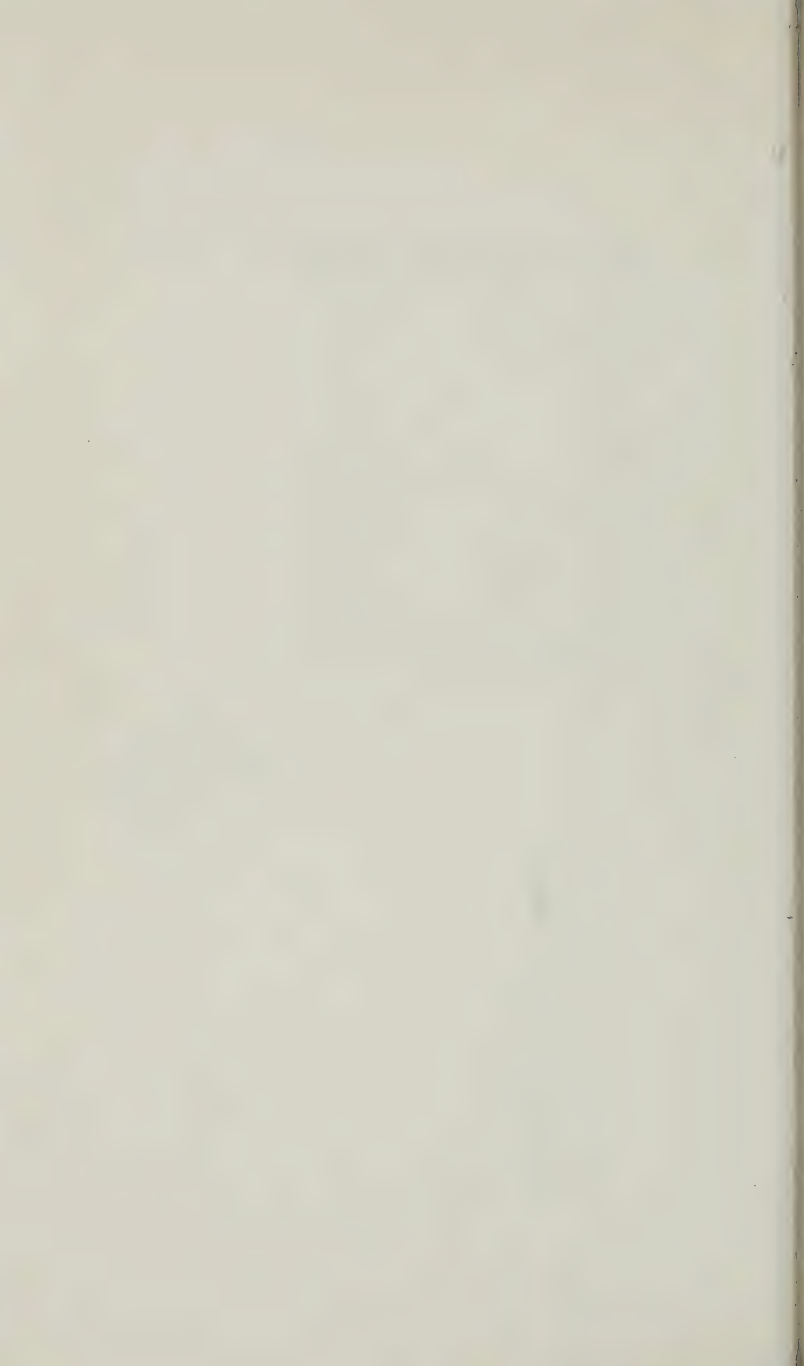
FURMAN R. CLINE, M. ACCT.



SHORTHAND CLASS



BASKET BALL TEAM



COLLEGIATE COURSE.

Selections from suites of Bach and Handel; a limited number of etudes by Czerny, McDowell, Liszt, Chopin and others; the more difficult sonatas of Beethoven; also works of Weber, Mendelssohn, Chopin, Schumann, Liszt, Schubert, Rubenstein, Grieg and others.

HARMONY.

No one is a musician who is not acquainted with the science of Harmony and Musical Form. The purpose of this course is to give the student a thorough knowledge of the rules and laws which govern a composition; in short how to compose a piece of music.

ADVANCED CHORUS CLASS.

The chorus work in this class will include church music by the best classical and modern composers. Oratorio music from Handel, Mendelssohn and others, also standard choruses of the Italian, German and French Opera.

STUDENTS' REHEARSALS.

One of the most important advantages of this department is the Monthly Rehearsal, at which students perform such pieces as may be assigned by their teacher, for the purpose of giving them self-control and ease in public appearance.

CERTIFICATES AND DIPLOMAS.

Certificates are given to students who have completed the course as specified in the Academic Department, and have passed successful examination. This includes one year's study of Harmony and Musical History.

Diplomas are awarded to those who have completed the full Collegiate Course.

Candidates for graduation must pass a satisfactory examination in Piano, Harmony, History and Musical Analysis.

The time for graduation cannot be fixed in advance. This will depend entirely on the previous knowledge and the capacity of the pupil. Proficiency is the criterion and this can be secured only by variable means adapted in each case to the individual. Results that follow from a systematic training directed with reference to individual necessities, are the only test. Every case must stand upon its own merits, and when the honors of the institution are awarded, it may be assumed with safety that they are deserved.

TUITION.

Piano, Organ, Mandolin, Guitar, per quarter.....	\$10.00
Voice Culture, per quarter.....	10.00
Harmony (private lessons), per quarter.....	10.00
Single Lessons.....	.75
Advanced Chorus Class.....	2.00
Rent of Piano, per quarter.....	\$3.00 to \$5.00

THE BUSINESS DEPARTMENT.

ADVANCED COMMERCIAL.

REGULAR COMMERCIAL.

ADVERTISING.

STENOGRAPHY.

PENMANSHIP.

HIGHER COMMERCIAL EDUCATION.

A SECOND YEAR COURSE.

BETTER

PREPARATION FOR BUSINESS AFFORDED AT McPHERSON
COLLEGE, McPHERSON, KANSAS.

For more than thirty years we have been instructing young people of both sexes in these important branches; Bookkeeping, Penmanship, Arithmetic, Commercial Law, Shorthand, Typewriting, Spelling, English, Letter Writing, etc. These are the essentials and should precede all higher branches. They prepare young people to earn a living,—the first consideration. But after these a higher and broader training is desirable, to develop and strengthen the mental power, and enlarge the intellectual vision of those who are contemplating entering business life.

BUSINESS REQUIRES AS THOROUGH AN EDUCATION AS
THE LEARNED PROFESSIONS.

A prominent judge of Chicago recently declared that “ten per cent of the lawyers did ninety per cent of the business.” So is it with the other professions.

In order to succeed in business a young person must have a better education than was necessary ten years ago, and ten years hence a still better preparation than now will be required.

Hence we are prepared to offer to the young a course of practical education suited to the requirements of today.

We have provided a course in

HIGHER COMMERCIAL EDUCATION.

After completing the ordinary commercial course we have provided a year of advanced work in which the stu-

dent receives a broad and extensive insight into the affairs of the business world. This course is designed to fit the student for the position as manager of a business.

COMMERCIAL GEOGRAPHY.

A study of trade centers; routes of commerce by sea and land; chief manufacturing industries, etc.

HIGHER ACCOUNTING.

Advanced work in bookkeeping, such as expert accounting, labor-saving methods, auditing, banks, railroads and other corporation accounting.

POLITICAL ECONOMY.

A study of the laws governing wages, prices and interest; system of taxation, influence of legislation, tariff, free trade, trusts, and a host of other important items influencing commercial development.

ADVERTISING.

What constitutes good advertising, illustrations, relative value of different mediums.

Fifty lessons on the Theory and Practice of How to Advertise.

CIVIL GOVERNMENT.

A study of our systems of national, state and municipal governments, as embodied in their legislative, judicial and executive departments; duties and obligations of citizenship.

PARLIAMENTARY LAW.

Drills, how to call a meeting, organize, conduct public meetings. A very important course for any business man.

COMMERCE AND FINANCE.

History of Banking, Clearing house, transportations. Tuition in this course same as regular tuition. Those completing this course will receive the degree Master of Accounts.

Diploma fee, \$5.00.

WHO SHOULD STUDY ADVERTISING.

First and Foremost—Any man who is engaged in business (or expects to so engage) and more particularly if the business has not assumed such proportions as to warrant the employment of a trained advertising manager. The merchant knows the details of his own business and, when fortified by a thorough knowledge of how to advertise it, can wrest success from failure or become a giant among his competitors who are not similarly endowed. If advertising was the mere writing of copy or the clever juggling of words, pictures and space, its paramount importance to any business man would not be so imperative.

Second—Any woman who expects to support herself or hopes to marry a business man to whom she desires to be an intelligent helpmeet and companion, fitted ably to share his cares and duties, relieve his responsibilities and assist him in attaining success.

Third—Any salesman, stenographer or clerk who is ambitious to advance to a higher plane of usefulness, who desires to fit himself to work *with* his employer instead of *under* him, who wishes to acquire the knowledge which will entitle him to be consulted instead of directed.

Fourth—The young man or woman who is desirous of earning an independent livelihood, of being his or her “own boss.” There is no pleasanter employment than that of the independent advertisement writer, who produces booklets, circulars, follow-up letters, or plans and executes the advertising campaigns of a number of merchants whose appropriations may be too small to require the entire time of an advertising man. And this is the direct stepping stone to one of those high-salaried positions with some mammoth house, where the “advertising man” is given credit for the millions of dollars’ worth of merchandise disposed of each year.

Fifth—He who desires to better understand his neighbors; who wishes to acquire that psychological knowledge, that ability to subtly analyze human character and impulse, which makes it possible for the skilled advertiser to strike unerringly the chord of human desire with the same facility that the trained musician manipulates the strings of his instrument.

COMMERCIAL COURSE.

BOOKKEEPING.

In this department, the science of accounts is treated in a logical manner. The student is thoroughly drilled in the correct and practical use of all the various books used in business.

Transactions and books are varied in accordance with the business in which the student is engaged. This fully

prepares him to enter successfully upon the work of the business department, or to take a position as assistant bookkeeper or bill clerk.

BUSINESS DEPARTMENT.

The students are themselves obliged to make the transactions, keep the books, and do all the work in the Business Practice.

The methods used in this work are entirely practical, and of the same nature as the duties actually performed by the bookkeeper, or business manager in a business house. We furnish the students from \$3,000 to \$5,000 in College Currency, with which to engage in business.

All the work of the business practice is directed daily by the inspector. The student is supplied with all kinds of commercial blanks, of the same form and style as those used in first class houses.

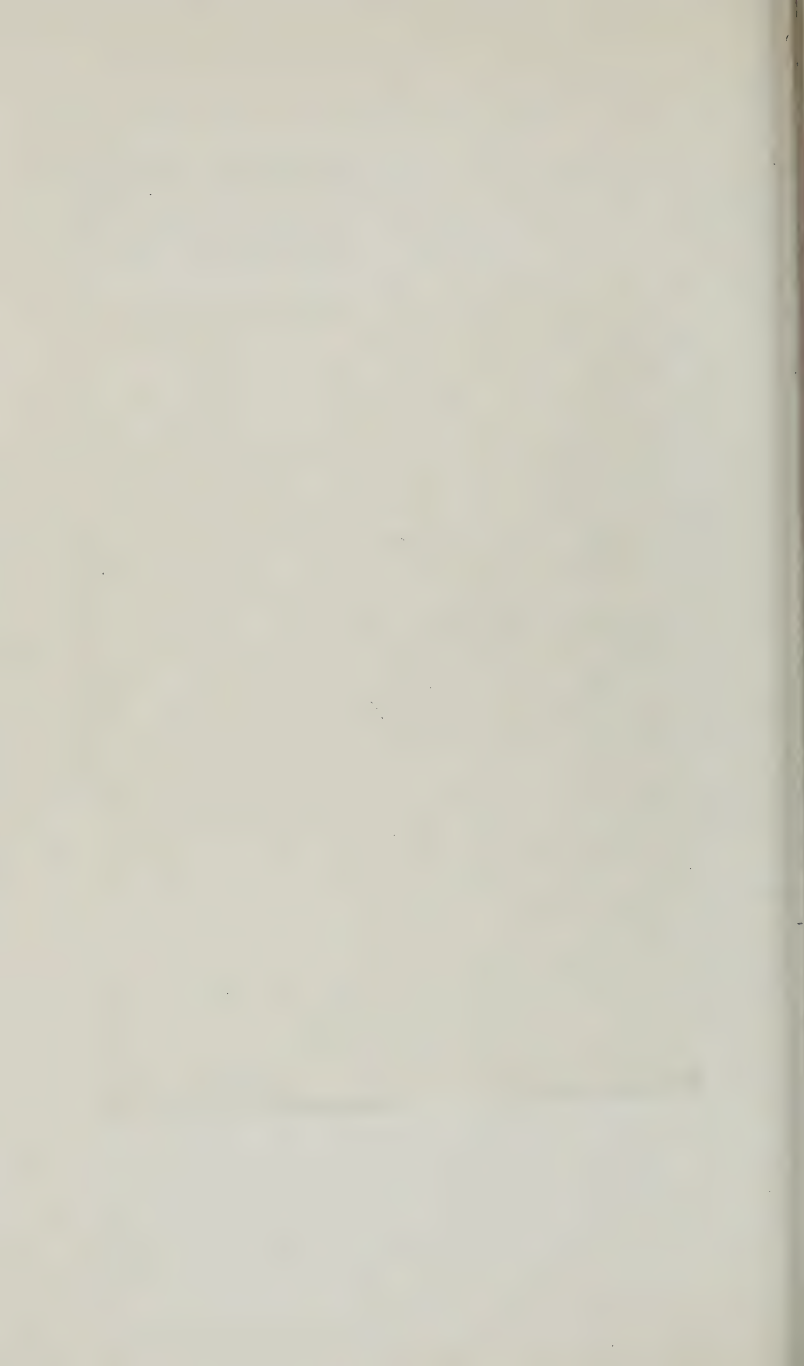
Among those of the sets designed to illustrate practical bookkeeping are:

1. *Retail*—This is especially adapted for the use of grocers, shop keepers, etc.

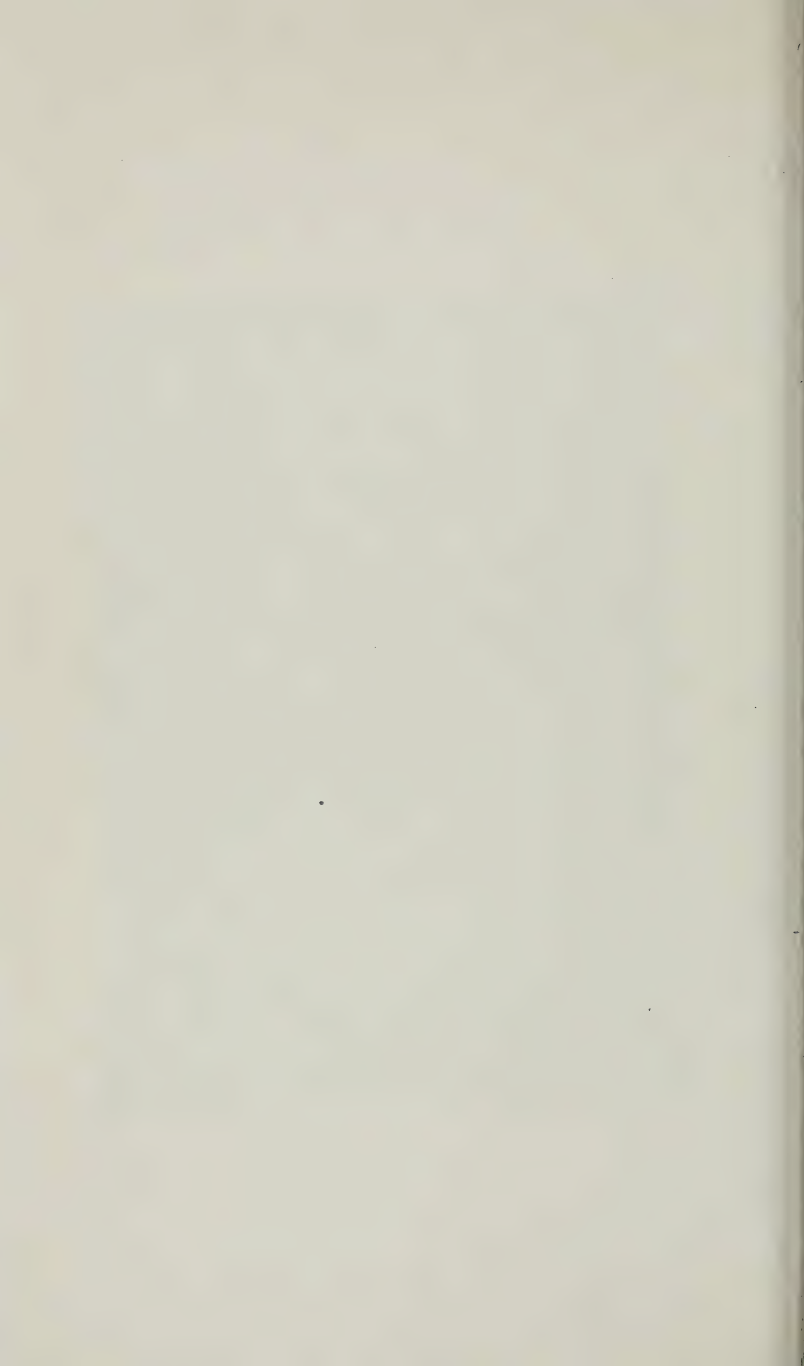
2. *Retail Coal Business*.—This illustrates a system of bookkeeping especially adapted to the retail coal business, and in most respects, to any business where a Weigh-Book is required.

3. *Produce Commission Business*.—The books required in a produce commission house, differ, in form and number, from those in a commission business devoted to the handling of manufactured products, where the sales are made to jobbing trade.

Handwritten cursive letters and flourishes, including the word "Handwritten" at the bottom right.



My dear Sir,
I have the honor to acknowledge
the receipt of your letter of the 11th
inst. and in reply to inform you
that the same has been forwarded
to the proper authorities for their
consideration. I am, Sir, very
respectfully,
Yours,
J. M. Smith



Then we have the Installment House and State Agencies, Joint Stock Companies, etc.

We teach every form of account from that of a *two column Day book* to a *sixteen column Exercise book*.

BUSINESS FORMS.

Students in this institution learn to draw correctly every kind of paper which they have occasion to use in business.

BANKING.

First National College Bank.

Our system of banking is the one most generally used by all leading Eastern bankers.

DIPLOMA.

Those who complete the prescribed course in a satisfactory manner are awarded an elegant diploma made by our penman.

To be the possessor of a diploma from an Institution of such eminent standing as McPherson College is not only an unquestioned endorsement, but a token of honor which every young lady and gentleman should strive to obtain.

LETTER WRITING AND BUSINESS CORRESPONDENCE.

The essential points in a business letter are subject matter, expression and mechanical appearance.

The object of instruction in this branch is to familiarize the student with good English forms of expression and with language peculiar to business transactions.

COMMERCIAL LAW.

The young man who is about to engage in business

should consider carefully what is necessary to success.

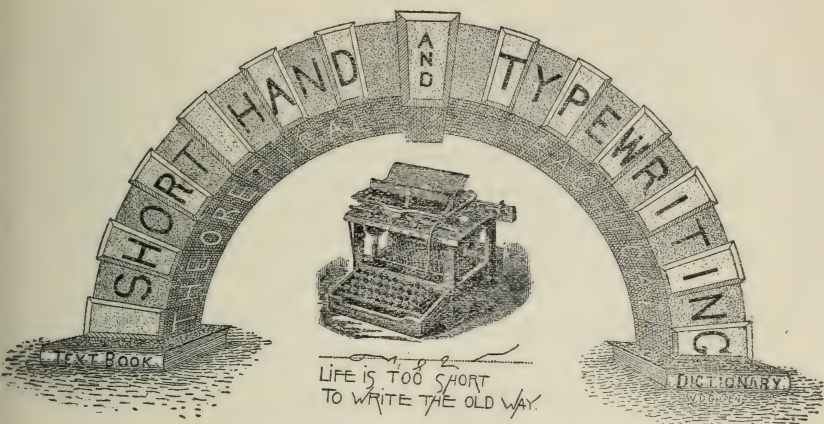
President Garfield said: "Men succeed because they deserve success. Their results are worked out; they do not come to hand ready made. Poets may be born; but success is made."

We labor to equip our students thoroughly for the battle of life by spending sufficient time to explain the laws and customs they are certain to face in after years.

COMMERCIAL ARITHMETIC.

The first element of a business education is the ability to calculate. The best compendium of commercial arithmetic now before the public is the principal text book we use on the subject. It contains useful hints, showing short methods, quick results, and all manner of calculations involving the use of United States Money, Commission, Brokerage, Discount, Loss and Gain, Percentage, etc.

The latest and best methods of computing interest are used, to prepare the student as an expert calculator.



GREGG SHORTHAND

Is today taught in more public and private schools than any other three systems combined; it is equipping the stenographers of today to successfully cope with the ever increasing demands put upon them by modern business and professional needs.

Because—Gregg Shorthand requires no *useless* study, writers of it are able to outdistance writers of other systems in point of time in learning and practical results accomplished.

Because—Achievements of today, not deeds of the past, have awakened enthusiasm in young men seeking *reportorial* skill. Mr. Raymond P. Kelley, a writer of Gregg shorthand, attained a speed of 235 words a minute in a public test. Mr. Kelley is a mere stripling in shorthand experience—a young man 22 years old—and his record is the highest ever achieved by any one so young.

Because—Of the wonderful capabilities of Gregg shorthand for the *highest class* of reporting, it is receiving such endorsements as these:

COURT REPORTING.

"I have been using Gregg Shorthand in my official capacity as reporter of the several courts of Venengo County, Pennsylvania, for almost three years. The system is amply equal to the demands of my office and I have no hesitation in recommending it. I am able to do all that Pitmanic writers are, and can read my notes more readily than any writer of other systems I have known."—H. B. Bennett, Franklin, Pa., Official Reporter, Twenty-eighth Judicial District of Pennsylvania.

MEDICAL REPORTING.

Extracts from a letter from Dr. Wilson A. Smith, recording secretary, American Institute of Homeopathy, in regard to work of a Gregg writer—22 years of age—as reporter of a medical convention:

"This was Mr. Niklaus' first attempt, and while I will not say that he did any better than the other three—one had twenty years' experience in this line, one had many years' experience, and another had been doing medical reporting for several years—yet I can truthfully say he was exceeded by none. His transcript was of such a high character that of all returned, his had the fewest corrections. When you take into consideration that a good convention reporter should have at least ten years' experience in old line shorthand to undertake convention work of this kind, then recall the fact that Mr. Niklaus had but five years' experience altogether, that it was his first attempt, and that he had no knowledge of medicine, I have no hesitation in affirming that there is but one system of shorthand which meets the difficulties of technical reporting, and that one is GREGG SHORTHAND."

These are some of the reasons why Gregg shorthand is used by the best schools in America today—the schools that are equipping young men and women, not to do business at the "old stand" but at the new one, where skill and speed and *accuracy* are indispensable.

There are other reasons which we should like to submit for your consideration. A postal will bring full particulars.

TYPEWRITING.

As no stenographer's education is considered complete without a knowledge of typewriting, it is taught in connection with the shorthand, each student being given at least two hours' practice per day.

Students in this department are taught correct fingering, touch and the proper care of the machine.

SHORTHAND IN CONNECTION WITH BOOKKEEPING.

The call for assistance in Business and Professional offices is for a combination of Bookkeeping and Shorthand. One who understands these two branches will not only secure employment more rapidly, but will command a better salary.



Penmanship Department



L. F. Ahnestock

Good business writing is a very important element in a commercial training. An easy, legible, rapid business hand, always has commercial value. He who possesses a good business handwriting always receives the preference, provided he is equal to his competitors in other respects. About one business man in a dozen writes a passable hand. Very few teachers of our country are competent penmen. Hence the door stands ajar for remunerative employment to those who will make themselves masters of the beautiful art. We impart instruction in the best systems, and guarantee improvement for every faithful effort. Come to McPherson College and make yourself accomplished—a specialist.

This department has all the advantages of experience and skill and is directed by one of the best penmen in the west.

“We have many times during the past few years had occasion to comment favorably upon the pen work of Mr. S. B. Fahnestock, Principal of the Commercial and Penmanship Department of McPherson College, McPherson, Kansas. Mr. Fahnestock is equally clever at script, lettering, and designing, and is an ornament to the penman’s profession.”—*Penman’s Art Journal, New York.*

“I entertain a very high regard for you and your work. It is a pleasure to examine such beautiful work as that which falls from your skillful pen. Your taste and touch are alike exquisite.”

H. W. FLICKINGER, Phila.

“Your penmanship is fine.”

WILLIAMS & ROGERS,
Rochester, N. Y.
COLUMBUS, OHIO.

“It gives me pleasure to state that I regard Mr. S. B. Fahnestock one of the ablest teachers of penmanship and the commercial branches in the profession. Moreover he is a perfect gentleman in every respect.”

C. P. ZANER,
President Zanerian College.

THE BIBLICAL DEPARTMENT.

ITS NATURE AND SCOPE.

THE ACADEMIC BIBLE COURSE.

THE COLLEGIATE BIBLE COURSE.

THE SUBJECTS OF INSTRUCTION.

THE TABULATED COURSES.



DELEGATES OF Y. W. C. A. TO STATE CONVENTION.

NATURE AND SCOPE OF THE BIBLICAL DEPARTMENT.

COURSES AND ENTRANCE CONDITIONS.

Two courses of study are offered in this department, the academic and the collegiate. The academic course requires two years of study and is open to all who desire a better knowledge of the Bible, without regard to previous educational attainments. The collegiate course extends through three years. The work of this course is of a more advanced character and is open only to students of junior or senior collegiate rank.

PURPOSE AND SPIRIT.

In both of these courses the effort is to lead the student into the deepest and truest acquaintance with the Bible of which he is capable. The ultimate object, of course, is the enrichment of the student's own spiritual experience, and his equipment and inspiration for the most efficient Christian service. The immediate purpose is to understand the message which God has given to mankind in the Holy Scripture. The Bible itself is the subject of study rather than books which men have written about it. The point of view is practical rather than speculative, and the whole work is animated by the deep desire to know the Bible just as it is and to extend that knowledge to others.

GRADUATION.

A diploma will be awarded to those students who complete the academic course. Students who complete the

collegiate course and present a satisfactory thesis upon some Biblical subject will receive the degree Bachelor of Sacred Literature.

EXPENSES.

Tuition in the Bible School is free. Students who wish to take one or two literary studies in connection with Bible work will be charged a proportionate rate, reckoning four classes as a full program. That is, one literary study with three Bible studies will cost one-fourth regular tuition. Two literary studies with two Bible studies, one-half regular tuition. This is a special concession made to Bible School students only, and no one will be regarded as entitled to its benefits, who does not take at least two classes in the Bible School.

The expense for text books cannot be definitely stated, but as the Bible is the principal text book, this item is small.

For cost of tuition in the literary department, and of board and room, see table of expenses.

THE SUBJECTS OF INSTRUCTION.

Old Testament History.—This covers the entire ground of events described in the Old Testament from the Creation to the times of Ezra and Nehemiah, about 445 B. C. A firm grasp of the Biblical history is fundamental to all further Bible study.

Bible Geography.—The omission of this subject from the schedule does not indicate any lack of attention to it. The geography is carefully studied in all the historical courses. Indeed the only proper way to study the Biblical history and geography is to study them together.

History of New Testament Times.—The political, social, and religious fortunes of the Jewish people from the close of Old Testament history to the destruction of Jerusalem in 70 A. D., with special attention to the Messianic hope of the Jews, and the religious conditions in which Jesus and the Apostles lived and worked. The historical background of the New Testament.

Life of Christ.—A thorough study of the events of the life of Jesus in chronological order. The transcendent importance of these events is well worth the effort required to fix them firmly in memory.

Teaching of Jesus.—This might be called the “Inner Life of Christ.” It is an examination of the teachings of Jesus as contained in his discourses and scattered sayings, particularly in the sermon on the Mount and in the parables.

Book of Acts and Apostolic Age.—An introductory treatment of the book of Acts and a historical study of the Apostolic Age, the period from the ascension of Jesus to the death of the Apostle John about 100 A. D.

Life and Epistles of Paul.—The work of Paul, in its relation to Christianity, stands next to that of Jesus himself. This course includes a thorough study of the life and labors of the great apostle, and also the historical setting and contents of each of the Pauline epistles.

The General Epistles.—A study of the occasion, purpose, theme, and contents of each of the general epistles of the New Testament.

Homiletics and Pastoral Duties.—This is designed to furnish practical suggestions and help to ministers in

the preparation and delivery of sermons, as well as in the performance of the numerous other duties belonging to this sacred office.

History of the English Bible.—This is the story of the manuscripts and versions, how the sacred documents were brought together and preserved and at last given to us in the convenient form which we now have them.

Old Testament Laws and Institutions.—An introduction to the legal books of the Old Testament, and a classification and systematic study of its laws and institutions.

Old Testament Wisdom Literature.—This is a name applied to the books of Job, Proverbs, Ecclesiastes, Song of Solomon, and portions of other Old Testament books. The study of these much neglected books is very profitable and especially interesting.

The Psalms.—This is a study of the origin, growth, and use of the Psalter, and an exegetical study of selected Psalms.

Old Testament Prophecy.—Next to the most essential historical facts, there is no more important Old Testament subject than this. The work includes a study, in chronological order, of the historical background and contents of the prophetic books, the nature of the prophetic office, the development of prophetic teaching, Messianic prophecy and its relation to New Testament fulfillment.

Church History.—This is a study of the history of Christianity from the Apostolic Age to the present time.

Special attention is given to the Ante-Nicene and Nicene periods, the Reformation, and the history of the Brethren church.

Apologetics.—An examination of the evidence for believing that the Bible is a revelation from God, and the Christian religion of divine origin.

Ethics.—The science of human duty. A study of the principles that underlie moral obligations, and of the nature of those obligations.

Christian Doctrine.—A systematic study of the fundamental doctrines of the Christian religion.

Exegesis.—This is the thorough, critical study of any portion of Scripture. Its object is to discover, not what the passage under consideration might be made to mean, but what the writer actually did mean. The work includes a study of the principles of interpretation, and the application of these principles to select passages in both the Old and New Testaments.

The Biblical Languages.—Every Bible teacher should desire to read his Bible, if possible, in the languages in which it was written. The added satisfaction and clearness of thought which comes from the ability to do this, is well worth the time and labor involved. Especially is this true in respect to the New Testament, and even in the case of the Old Testament it is desirable to have at least a sufficient knowledge of Hebrew to enable one to use critical commentaries intelligently.

The Greek New Testament.—After a sufficient knowledge of the language has been gained, the work in the

Greek New Testament includes, (1) Translation and Rapid Interpretation, (2) Critical Study of selected portions, (3) Textual Criticism.

The Hebrew Old Testament.—This work is similar to that in Greek New Testament, the critical study including also a comparison of the Hebrew text with that of the Septuagint and other ancient versions.

Elective Studies.—The tabulated courses are intended to indicate, in general, the character and amount of the work embraced in them. It is not expected that the courses of all students will conform exactly to this schedule. The field of Biblical knowledge is so vast that even in the three years' course, selections must be made from a large number of important subjects. Other subjects than those mentioned, of equivalent extent and value, will be offered from time to time. While certain subjects will be regarded as fundamental, reasonable liberty of electing subjects will be granted.

The Students' Volunteer Mission Band conducts weekly classes in the study of missions. Other special classes in Methods of Christian Work, Sunday School Problems, and various subjects are frequently formed. For all this work due credit is given in the Bible Courses.

Local Bible Institutes are conducted in communities desiring them whenever arrangements can be made to do so.

THE TABULATED COURSES.
ACADEMIC BIBLE COURSE.

FIRST SEMESTER.		SECOND SEMESTER.	
First Quarter.	<p>O. T. History Life of Christ O. T. Laws and Institutions Church History</p>	FIRST YEAR.	<p>SECOND YEAR.</p> <p>Book of Acts and Apostolic Age O. T. Prophecy Apologetics Elective</p>
Second Quarter.	<p>O. T. History Life of Christ O. T. Laws and Institutions Church History</p>		<p>Life and Epistles of Paul O. T. Prophecy Ethics Elective</p>
Third Quarter.	<p>History of N. T. Times Teaching of Jesus O. T. Wisdom Literature Church History</p>		<p>Life and Epistles of Paul O. T. Prophecy Christian Doctrine Elective</p>
Fourth Quarter.	<p>History of English Bible Homiletics and Pastoral Duties The Psalms Church History</p>		<p>General Epistles O. T. Prophecy Christian Doctrine Elective</p>

		FIRST YEAR.	SECOND YEAR.	THIRD YEAR.
SECOND SEMESTER.	First Quarter.	O. T. History Life of Christ Church History Greek Language	Book of Acts and Apostolic Age O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Apologetics Elective
	Second Quarter.	O. T. History Life of Christ Church History Greek Language	Life and Epistles of Paul O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective
FIRST SEMESTER.	Third Quarter.	History of N. T. Times Teaching of Jesus Church History Greek Language	Life and Epistles of Paul O. T. Wisdom Literature Critical Study in Greek N. T. Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective
	Fourth Quarter.	History of English Bible Homiletics and Pastoral Duties Church History Greek Language	General Epistles The Psalms N. T. Textual Criticism Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective



McPHERSON CITY HIGH SCHOOL

McPHERSON COLLEGE ALUMNI.

CLASS OF 1891.

Academics.

Harrison W. Miller, Hinton, Okla.
Theodore Sharp, Winnebago, Neb.
Mary Kuns-Kleppinger, Herington,
Kansas.

CLASS OF 1892.

Academics.

Hattie Yoder-Gilbert, Los Angeles,
Calif.
Myrtle Miller-Netzley, Pickerell,
Neb.
Effa Kuns-Sharp, Winnebago, Neb.
Samuel J. Miller, McPherson, Kan.
Maurice Sharp, deceased, McPherson,
Kan.
Sue Slusher-Saylor, Ramona, Kan.

CLASS OF 1893.

Academics.

Theodore Snowberger, Skidmore,
Mo.
Hattie Ecker-Sohlberg, Guthrie,
Okla.
Elmer E. Vaniman, Virden, Ill.
Laura McQuoid, deceased 1904.
Hattie Flickinger-Potter.
Modena Hutchinson-Miller, McPherson, Kan.
Sadie Whitehead-Beaghy.
C. E. Wallace, Yankton, S. Dak.
Francis A. Vaniman, McPherson,
Kan.

CLASS OF 1894.

Arts Course.

J. Z. Gilbert, Los Angeles, Calif.

Normal Course.

J. J. Cullwell, Hoisington, Kan.

Academic Course.

J. H. Berkbyble, McPherson, Kan.
Z. F. Clear.
R. W. Gish, deceased.
Ed. M. Eby, Centerview, Mo.
A. N. Gray, Galva, Kan.
J. C. Kleppinger, Herington, Kan.
Flo Ramage-Harter, Chicago, Ill.
J. J. Yoder, Conway, Kan.

CLASS OF 1895.

Arts Course.

Albert C. Wieand, 185 Hastings St.,
Chicago, Ill.
S. J. Miller, McPherson, Kan.

Academics.

Carrie Snyder-Lichty, Wellington,
Kan.
Myrtle Hoff, North Manchester,
Ind.
M. Bernice Gateka-Ritz, Chickasha,
I. T.
Claud J. Shirk, McPherson, Kan.

CLASS OF 1896.

Arts Course.

Sue Slusher-Saylor, Ramona, Kan.
S. B. Fahnestock, McPherson, Kan.

Academics.

C. E. Kemp.
David Harder, Hillsboro, Kan.
Anna Whitmore-Strickler, Long
Beach, Calif.
P. F. Duerksen, North Enid, Okla.
J. Harvey Saylor, Ramona, Kan.
G. M. Lauver, Batavia, Ill.
Ratie Bowers-Dyck, Moundridge,
Kan.
G. B. Darling, Gypsum City, Kan.
H. V. Wiebe, Elk Park, N. C.

CLASS OF 1897.

Normals

P. F. Duerksen, North Enid, Okla.
R. W. Powers, Durham, Kan.
Claud J. Shirk, McPherson, Kan.
C. L. Hollem, Lawton, Okla.
J. W. Coons, Canton, Kan.
R. K. Gernet, Cloud Chief, Okla.
J. K. Reish, Los Angeles, Calif.
G. M. Lauver, Batavia, Ill.
J. H. Tracy, Sabetha, Kan.
Maud Chisholm-Miller, Roxbury,
Kan.

CLASS OF 1893.

Arts Course.

C. H. Williams, Kansas City.

Normals

Mrs. Lillian Matthews, McPherson, Kan.
Dora Sherfy-Steinour, Murtaugh,
Idaho.
J. B. Shirkey, Scottville, Mich.

Academics

Lester E. Williams, Belleville, Kan.
Mrs. Susie R. Williams, Belleville,
Kan.

Anna Fakes, Warrensburg, Mo.
J. E. Studebaker, deceased 1904,
Colony, Kan.

Florence Butler-Shirkey, Scotts-
ville, Mich.

Byron Talhelm, Lawrence, Kan.
E. K. Masterson, Chatsworth, Ill.

CLASS OF 1899.

Master's Course, A. M.

Dr. G. A. Tull, Clay Center, Kan.

Bachelor's Course, A. B.

C. F. Gustafson, Kansas City, Mo.

Normal Course.

A. L. Harter, Plainville, Kan.

J. A. G. Shirk, McPherson, Kan.

Byron Talhelm, Lawrence, Kan.

Flo Ramage-Harter, Chicago, Ill.

J. Harvey Saylor, Ramona, Kan.

Lizzie Arnold, Russell Colo.

H. V. Wiebe, Elk Park, N. C.

W. J. Slifer, McPherson, Kan.

Academic Course.

G. J. Goodsheller, McPherson, Kan.

Laura Harshbarger-Haugh, Lords-
burg, Calif.

Emma Horner-Eby, Jalalpor, In-
dia.

G. D. Kuns, Chicago, Ill.

J. G. Law, Milton, Kan.

Sallie Shirkey-Miles, Hardin, Mo.

R. C. Smith, Marion, Kan.

I. A. Toevs, McPherson, Kan.

Lizzie Wieand-Kuns, Chicago, Ill.

CLASS OF 1900.

Normal Course.

Anna Bowman, Grand Junction,
Colo.

Anita Metzger, Mount Morris, Ill.

Lizzie Wieand-Kuns, Chicago, Ill.

Anna Fakes, Warrensburg, Mo.

H. C. Slifer, deceased 1903, McPher-
son, Kan.

Herbert Caldwell, Hinton, Okla.

Academic Course.

E. H. Eby, Jalalpor, India.

H. J. Vaniman, Pomona, Calif.

J. F. Studebaker, 2966 Vernon
Ave., Chicago, Ill.

C. E. Law, deceased 1905, Canton,
Kan.

CLASS OF 1901.

Bachelor's Course.

Claude J. Shirk, McPherson, Kan.

J. A. G. Shirk, McPherson, Kan.

Mrs. Lillian Matthews, McPherson,
Kan.

J. B. Shirkey, Scottville, Mich.
Normal Course.

B. B. Baker.

Ethel Bixby-Mackey, McPherson,
Kan.

Ollie Brubaker Stutzman, McPher-
son, Kan.

Mary E. Frantz, McPherson, Kan.

Emma Horner-Eby, Jalalpor, In-
dia.

Dr. E. H. Kasey, McPherson, Kan.

S. Enos Miller, McPherson, Kan.

H. M. Stutzman, McPherson, Kan.

Emma Vaniman-Yoder, Conway,
Kan.

Academic.

W. B. Boone, deceased 1904, Lyons,
Kan.

Mrs. Retta Glick-Studebaker, 2966
Vernon Ave., Chicago, Ill.

Lottie Fisher, McPherson, Kan.

Maude Way-Dresher, Lyons, Kan.

B. S. Haugh, Lordsburg, Calif.

J. H. B. Williams, Belleville, Kan.

CLASS OF 1902.

Master's Course.

Claude J. Shirk, McPherson, Kan.

J. A. G. Shirk, McPherson, Kan.

Bachelor's Course.

John A. Clement, McPherson, Kan.

James H. Clement, Anthony, Kan.

Flo Ramage-Harter, Chicago, Ill.

E. K. Masterson, Chatsworth, Ill.

Normal Course.

E. D. Baldwin, Conway, Kan.

Margaret Bishop, Pacific Grove,
Calif.

W. B. Boone, deceased 1904, Lyons,
Kan.

G. C. Dreher, Lyons, Kan.

Margaret Goodwin, Hoisington,
Kan.

David Harder, Hillsboro, Kan.

M. I. Kilmer, Bird City, Kan.

Della McComber, Los Angeles,
Calif.

C. H. Slifer, McPherson, Kan.

Edna Suffield, McPherson, Kan.

Maude Way-Dresher, Lyons, Kan.

Academic Course.

J. E. Waggoner, Red Cloud, Neb.

D. Earl Bowers, Cordell, Okla.

CLASS OF 1903.

Collegiate Bible Course.

Mrs. Amanda Fahnestock, McPherson, Kan.

Bachelor's Course.

F. G. Kauffman, McLouth, Kan.

H. A. Horton, McPherson, Kan.

Alice Johnson, Wichita, Kan.

Normal Course.

F. H. Crumpacker, McPherson, Kan.

Dottie Wheeler-Clement, McPherson, Kan.

P. C. Hiebert, Dallas, Oregon.

S. W. High, Chicago, Ill.

Ruby Buckman, Conway, Kan.

R. W. Baldwin, Conway, Kan.

D. Earl Bowers, Cordell, Okla.

Anna Newland Crumpacker, McPherson, Kan.

O. S. Vaniman, McPherson, Kan.

R. C. Strohm, McPherson, Kan.

Ella White McFarland, Truesdale, Kan.

Charles Shively, Phillippine Is.

Mrs. Jennie McCourt, Cripple Creek, Colo.

Corda Clement, Chicago, Ill.

Alice Weaver, Greeley, Colo.

J. J. Frantz, Inman, Kan.

Academic Course.

Vernon Vaniman, Virden, Ill.

Orral Metchette, McPherson, Kan.

Jessie Harter, Daleville, Va.

Gert Eicker, McPherson, Kan.

Edith Allison, McPherson, Kan.

Evel Allison, McPherson, Kan.

Fern Kuns-Coppehedge.

CLASS OF 1904.

Master's Course.

John A. Clement, McPherson, Kan.

H. A. Horton, McPherson, Kan.

Bachelors' Course.

Mary E. Frantz, McPherson, Kan.

Geo. D. Kins, Chicago, Ill.

Lucretia Johnson, Wichita, Kan.

M. Q. Calvert, Lordsburg, Calif.

H. C. Allen, Lawrence, Kan.

Anita Metzger, Mount Morris, Ill.

S. Enos Miller, McPherson, Kan.

J. Harvey Saylor, Romona, Kan.

E. H. Eby, Jalalpor, India.

Normal Course.

W. O. Beckner, McPherson, Kan.

P. N. Bolinger, Bellgrade, Mont.

H. F. Toews, Moundridge, Kan.

Silvia Miller, McPherson, Kan.

Chas. J. Davis, Morrill, Kan.

Harvey B. Hoffman, Donegal, Kan.

Harry C. Crumpacker, McPherson, Kan.

W. H. Yoder, Conway, Kan.

Nellie Hinkson, McPherson, Kan.

R. G. Mohler, Chicago, Ill.

Mary E. Brubaker, Lyons, Kan.

Ernest Vaniman, McPherson, Kan.

Mary E. Gibbel, Carthage, Mo.

J. E. Studebaker, deceased 1904, Colony, Kan.

Anna Stutzman, Conway, Kan.

Gert Eicker, McPherson, Kan.

CLASS OF 1905.

Bachelors' Course.

E. D. Baldwin, Conway, Kan.

R. W. Baldwin, Conway, Kan.

H. M. Barwick, Heizer, Kan.

Dr. C. D. Weaver, Galva, Kan.,

Normal Course.

Edith Allison, McPherson, Kan.

Verna Baker-Vaniman, McPherson, Kan.

Melinda Beyer, Inman, Kan.

Adolph Beyer, Inman, Kan.

Clarence D. Caudle, McPherson, Kan.

Anna Colline, McPherson, Kan.

Ralph W. Detter, Nickerson, Kan.

Sadie A. Engle, Abilene, Kan.

Sarah H. Friesen, Mountain Lake, Minn.

Lulu M. Gilchrist, Fairfield, Iowa.

Mary McGill, McPherson, Kan.

Jas. R. Rothrock, McPherson, Kan.

Emily F. Shirkey Rockingham, Mo.

Helen Slosson, McPherson, Kan.

Madge Stafford, McPherson, Kan.

John B. Stutzman, McPherson, Kan.

Jacob M. Stutzman, Conway, Kan.

Florence E. Upshaw, McPherson, Kan.

Nettie B. Wicklund, McPherson, Kan.

CLASS OF 1906.**Master's Course, Ph. M.**

W. E. Ray, Colby, Kan.

Master's Course, A. M.

R. W. Baldwin, Conway, Kan.

Mary E. Frantz, McPherson, Kan.

E. K. Masterson, Chatsworth, Ill.

Bachelor's Course.

S. C. Miller, McPherson, Kan.

C. H. Slifer, McPherson, Kan.

P. C. Hiebert, Dallas, Oregon

J. H. B. Williams, Belleville, Kan.

J. F. Studebaker, 2966 Vernon Ave.

Chicago, Ill.

Minnie M. Bartels, Inman, Kan.

Emma Horning, Grand Junction,
Colo.F. H. Crumpacker, McPherson,
Kan.Anna Newland-Crumpacker, Mc-
Pherson, Kan.**Normal Course.**

Bertha Delp, New Murdock, Kan.

Maude Bell, McPherson, Kan.

P. V. Wiebe, McPherson, Kan.

Grace Wright, Windom, Kan.

Stella B. Andes, McPherson, Kan.

Martha Bartels, Inman, Kan.

Geo. Edgecomb, McPherson, Kan.

Ada May Caudle, McPherson, Kan.

Ida E. Brubaker, Conway, Kan.

Lulu Hildebrand, Mound City, Mo.

Harvey M. Brubaker, Conway, Kan.

Clara A. Weisthaner, Inman, Kan.

Martha M. Weisthaner, Inman,
Kan.Theodore H. E. Aschman, Inman,
Kan.

Roy Caudle, McPherson, Kan.

Ivan G. Herr, Hope, Kan.

Ruby Horton, McPherson, Kan.

Ella J. Jacobs, McPherson, Kan.

Ellen A. Olson, Windom, Kan.

Mary A. Pearson, McPherson, Kan.

Myrtle C. Picking, Abilene, Kan.

Olive May Snyder, McPherson,
Kan.Della S. Vaniman, McPherson,
Kan.Foster W. Cline, Rocky Ford,
Colo.Grace P. Vaniman, McPherson,
Kan.

Edna G. Garst, McPherson, Kan.

G. Pearl Bloudefield, Solomon,
Kan.

ROLL OF STUDENTS.**DEPARTMENT OF ARTS, LITERATURE AND SCIENCE.****COLLEGIATE.****Post Graduates.**Baldwin, R. W.
Frantz, Mary E.

Masterson, E. K.

Ray, W. E.

Senior.Bartels, Minnie.
Crumpacker, F. H.
Crumpacker, Anna N.Hiebert, P. C.
Horning, Emma
Miller, S. C.Slifer, C. H.
Studebaker, J. F.
Williams, J. H. B.**Junior.**Rasp, C. D.
Snowberger, Mary.
Snowberger, Harvey.Snyder, J. M.
Stodgrass, H. L.
Trotter, J. J.

Vaniman, O. S.

Sophomore.

Beyer, Louie.
Hedine, A. E.

Lohrenz, H. W.
Macomber, Della.

Stutzman, J. M.
Vaniman, Verna B.

Freshman.

Andes, Stella.
Aschman, Theodore.
Aschman, Emma.
Bartels, Martha.
Ball, Maud.
Blondefield, Pearl.
Bukey, Ruth E.
Brubaker, H. M.
Brubaker, Ida.
Caudle, Roy.
Caudle, Ada M.
Cline, Foster W.
Davisson, G. H.
Delp, Bertha.
Ebel, B. E.

Ebaugh, Pearl.
Edgecomb, George.
Fishback, Eulalia.
Fahnestock, Chas.
Garst, Edna.
Gillespie, Iva.
Horton, Ruby.
Hildebrand, Lulu.
Herr, Ivan.
Hope, Hannah.
Ingalls, Roscoe E.
Jacobs, Ella.
Loewen, C. A.
Morris, R. E.
Olson, Ellen.

Pearson, Mary.
Picking, Myrtle.
Rasp, C. D.
Shirk, Jennie.
Shirkey, Mohler.
Shirkey, Howard.
Snyder, Olive.
Spilman, Marion.
Vaniman, Della S.
Vaniman, Grace.
Weisthaner, Clara.
Weisthaner, Martha.
Wiebe, P. V.
Wright, Grace.

NORMAL.**First Year.**

Arnold, Ruth.
Boone, Lucy.
Bashor, S. H.
Blackman, Grace.
Brubaker, Lulu.
Barnhill, G. E.
Curtis, V. O.
Cline, Susie.
Caudle, Fred.
Clevenger, Fred.
Cline, W. E.
Detter, Edna B.

Dalke, Marie.
Ebel, Agnes.
Foutz, Howard.
Frantz, Ira H.
Florman, Anna.
Garst, Anna.
Heldstab, W. F.
Jackson, Maude.
Kasey, Roy.
Kasey, Howard.
Landfair, Alva.
Mathes, Theodore.

Matthias, F. F.
Neff, Dithe.
Pearson, Esther.
Pfoutz, F. E.
Royer, Wm.
Slawson, Eleanor.
Smith, Anna.
Simcox, Mabel.
Schroeder, J. H.
Trostle, Eva.
Ullom, Lulu.
Young, Lillian.

Second Year.

Andes, Lulu.
Auld, Harry.
Arnold, Iver.
Barnes, H. D.
Breon, Guy.
Breon, Jessie.
Bryan, Ernest.
Beyer, Emma.
Christopher, Cena.
Classen, P. W.
Dalke, Detrick.
Dotzer, G. C.
Dresher, C. H.
Elliot, Ray.
Ember, Mabel.
Frantz, O. C.
Green, Ada.

Green, Nellie.
Harder, P. J.
Hoffert, Chloe.
Hope, Louis.
Homer, Effie.
Horning, May.
Horning, Minnie.
Janzen, C. C.
Kane, H. G.
Kraybill, Frank.
Larson, Mabel.
Lohrenz, Katherine.
Lohrenz, G. W.
McGill, Loyd.
McCoy, Harriet.
Miller, Fred C.
Myers, Lela.

Neher, Clara.
Quellhorst, Matilda.
Shaffer, Sophia.
Slagle, Merle.
Snowberger, Harvey.
Stutzman, Mattie.
Stump, L. A.
Suderman, Elizabeth.
Suderman, G. G.
Suderman, John.
Toevs, A. F.
Vaniman, Ira.
Weiss, H. C.
Wiggins, J. F.
Wiebe, F. W.
Wohlgemuth, Ben.
Wohlgemuth, James.

Third Year.

Allen, Wade.
 Burton, Edna.
 Cline, Furman.
 Dodge, Lizzie.
 Dudte, Margaret.
 Flory, Mary.
 Flory, Raymond.
 Gauss, C. W.
 Goodsheller, Frances

Hiebert, Katie.
 Hope, Lillian.
 Hudson, Guy.
 Hylton, Lala.
 Klepinger, Leslie.
 Neher, Lizzie.
 Neher, Susie.
 Newland, Della.
 Miller, Bruce.

Mohler, Mary.
 Mohler, Robert.
 Sterner, W. E.
 Stonebraker, J. A.
 Wiebe, Mrs. Elizabeth
 Wolverton, Maude.
 Yoder, J. J.

Fourth Year.

Andes, Stella B.
 Aschman, Emma.
 Aschman, Theodore H. E.
 Bartels, Martha.
 Ball, Maude,
 Blondefield, Grace Pearl
 Brubaker, Harvey M.
 Brubaker, Ida E.
 Caudle, Ada M.
 Caudle, Roy.

Cline, Foster Winfield
 Delp, Bertha.
 Edgecomb, George.
 Fishbeck, Eulalia.
 Garst, Edna.
 Herr, Ivan G.
 Hilderbrand, Lulu.
 Hollem, Helen.
 Hope, Hannah.
 Horton, Ruby.
 Jacobs, Ella I.

Olson, Ellen A.
 Pearson, Mary A.
 Picking, Myrtle C.
 Snyder, Olive May.
 Vaniman, Della S.
 Vaniman, Grace Pearl
 Weisthaner, Clara A.
 Weisthaner, Martha M.
 Wiebe, P. V.
 Wright, Grace.

Kindergarten.

Miller, Pauline.
 Miller, Maurine.
 Netzley, Ralph.
 Barwick, Johnnie.

Barwick, Mary.
 Burgin, Willie.
 Vaniman, Pauline.
 McClellan, Laura.

McClellan, Herbie.
 Berkeybile, Virgil.
 Vaniman, Rowena.

ACADEMIC.**First Year.**

Crumpacker, May.
 Hartman, A. A.
 Haugh, Jesse.
 Hill, Audry.

Hill, Lenna.
 Marshall, Myra.
 Parlin, Leon A.

Regier, Sarah.
 Thompson, Walter.
 Wiens, Katie.

Second Year.

Albright, May.
 Barden, Lelia.
 Burgin, Ollie.
 Brubaker, A. J.
 Brubaker, C. H.
 Carter, T. D.
 Eash, Irwin.

Goodsheller, Grace.
 Gieman, Etta.
 Hoover, Mary.
 Hoffert, Katie.
 Hollinger, Gemma.
 Johnston, Laura.
 Mosier, E.

Mugler, Emma.
 Pollock, S. A.
 Smith, DeWitte.
 Wagner, Anna.
 Westrick, Samuel.
 Wiens, Abraham T.
 Weaver, Chas.

Third Year.

Bowers, J. F.
 Broughton, Herbert.
 Hoffert, H. A.

McFarland, Hazel.
 Seidel, Paul.

Todd, C. A.
 Wickman, Bernhard.

Fourth Year.

Buck, Adelbert.
Burget, Alice.

Caldwell, Vena.

Elliott, Albert.

DEPARTMENT OF FINE ARTS.

ELOCUTION.

Senior Year.

Baldwin, R. W.
Cline, Foster W.
Cline, Furman R.

Miller, Bruce A.
Miller, S. C.

Pollock, S. A.
Rasp, C. D.

Junior Year.

Albright, May.
Bashor, S. H.
Barnhill, Gilbert E.
Brubaker, A. J.
Brubaker, Minnie A.
Brubaker, Cyrus.
Bartels, Minnie.
Curtis, V. O.
Christopher, Jessie A.
Crumpacker, H. C.
Clevenger, F. A.
Dotzour, G. C.
Detter, Edna.

Dodge, Elizabeth.
Fahnestock, Chas. M.
Foutz, Howard.
Garman, S. N.
Hodge, Roy.
Hoover, Mary.
Hoffert, Mrs. H. A.
Hoffert, H. A.
Hoffert, Chloe V.
Ingalls, R. C.
Lohrenz, H. W.
McGill, Lloyd,

McFarland, Hazel V.
Newland, Della.
Reicker, Bertha M.
Ridgeway, Carrie.
Slagle, Merle.
Stump, Levi.
Snowberger, Harvey.
Stutzman, J. M.
Ullum, Mabel.
Williams, J. H. B.
Wohlgemuth, Ben.
Zeigler, Edna.

MUSIC.

Alles, Adah.
Albright, May.
Arnold, Ruth.
Brubaker, C. O.
Brubaker, A. J.
Berkeybile, J. H.
Berg, Rhea.
Borgen, Ollie.
Berggren, H.
Boone, Sadie.
Blackman, Mary.
Borgen, May.
Brubaker, Minnie.
Brubaker, Lucy.
Bradbury, Effie.
Blankenship, Edith.
Blankenship, Jett.
Cade, Tacy.
Claassen, P. W.
Chester, May.
Christopher, Jessie.
Christopher, Cena.
Cline, Eva.
Crumpacker, Harry.
Clevenger, Fred.
Chindberg, Effie.

Crumpacker, May.
Dalke, Mary.
Engborg, Myrtle.
English, Edith.
Ferguson, Dassa.
Fahnestock, Chas.
Flory, Mary.
Frick, Mollie.
Griffing, Mrs. Emma.
Gernert, Lena.
Goodsheller, Grace.
Garst, Roy.
Gill, Delia.
Gauss, C. M.
Grant, Eda.
Hodge, Lully.
Hollinger, Gemma.
Heldstab, Lida.
Horner, Effie.
Haberlein, Bertha.
Haberlein, Lena.
Jenks, Jenny.
Johnson, Dajmar.
Kraybill, Frank.
Kimmel, Lettie.
Kimmel, Nettie.

Loewen, C. A.
Lichty, Ollie.
Matthews, Mrs. Geo.
Miller, Maud.
McGill, Lloyd.
McBride, Carrie.
Moomaw, Modena.
Muir, Gladys.
Miller, S. C.
McMurray, Gertie.
Neff, Dithe.
Neighbors, Ollie.
Nelson, Anna.
Osborne, Gladous.
Pollock, Drew.
Pfoutz, F. E.
Peterson, Amy.
Reiff, Mary.
Stacey, Earl.
Street, Hattie.
Suffield, Mabel.
Stansel, Ella.
Suffield, Chas.
Studebaker, Lena.
Snyder, Stella.
Shirkey, Howard.

Slosson, Eleanor.
Throne, J. E.
Trostle, Eva.

Ullom, Mabel.
Vaniman, Ernest.

Weisthaner, Martha.
Widiger, Mrs. Minnie.

Students in Violin.

Brubaker, Flossie.
Brubaker, Freeman.
Curtis, Rector.
Clevenger, Fred.

Colburn, Louis.
Fisher, Lottie.
Graves, Archie.
Magison, Geo.

McNicol, Leon.
Vaniman, Ernest.
Vaniman, Wilbur.

THE BUSINESS DEPARTMENT.

COMMERCIAL.

Abel, Orie.
Barnes, C. F.
Beanblossom, Geo.
Beanblossom, Fred.
Berggren, Harry.
Boone, Ezra.
Buhler, Ida.
Breon, Jessie.
Breon, Guy.
Carlson, Roy.
Carlson, Edwin.
Chester, H.
Crissman, W. J.
Crissman, Harry.
Curtis, R. A.
Daggett, Marv.
Delp, Howard.
Detrich, H. J.
Dillon, Glen.
Fishback, Eulalia.
Fishback, Ralph.
Ford, Archy.
Ganson, Ralph.
Gardner, R. A.
Garman, S. N.
Garst, Errett.
Garst, Earl.
Garst, R. A.

Garst, Pearl.
Goller, Andrew, L.
Hanson, G. W.
Hanson, Claude.
Haggett, Claude.
Heald, Arba.
Heald, Bessie.
Heidebrecht, Geo.
Hodge, Roy.
Hoffert, S. J.
Hoggett, Emma.
Jackson, Frank.
Jacobs, Ida.
Johnson, James.
Kane, P. A.
Kane, H. G.
Klepinner, Henry.
Krehbiel, Edna.
Landes, L. E.
Laughman, Chas.
Lolling, John.
Lundstrom, Ellen.
Manon, B. A.
McCreskie, Clyde.
McChristy, E.
McNicol, Leon.
Murphy, Ed.
Nettleton, Gertrude.

Olson, Esther.
Parlin, Leon A.
Peterson, Christian.
Puckett, Bert.
Ramstrom, Robt.
Ratzlaff, Pete.
Reilly, Geo.
Roy, Thos.
Sandberg, Frank.
Siedel, Paul.
Severtson, Grover.
Severtson, Benj.
Severtson, Earl.
Shay, Nellie.
Smith, Elmer.
Stansel, G. L.
Stoltenberg, H. W.
Studebaker, Ray.
Suffield, Earl.
Taylor, Lillian.
Throne, J. E.
Wedel, P. A.
Wegman, Geo.
Wickman, Bernhard.
Wittorf, Frank.
Young, Glen.

SHORTHAND.

Abel, Orie.
Barnes, H. D.
Buller, Ida.
Clevenger, Fred.
Chilstrom, Clara.
Delp, Howard.
Elder, Hannah.
Hope, Lillie.
Hope, Nannie.
Hanan, Claude C.
Horton, Nellie.

Hoggett, Claude.
Hoggett, Emma.
Heald, Bessie.
Heald, Arba.
Hedine, H. E.
Groff, Olive.
Garman, S. N.
Gayer, Leta.
Kane, P. A.
Lundstrom, Ellen.
McNicol, Edith.

McChristy, Elmer.
Mugler, Emma.
McCuistion, Maggie.
Manon, B. A.
Minner, Pearl.
Nettleton, Gertrude.
Olson, Esther.
Reicker, Bertha.
Ridgeway, Carrie.
Stansel, A. W.
Stauffer, Mrs. J. B.

Stansel, G. L.
Shupe, Earl.

Studebaker, Ray.
Throne, J. E.

Taylor, Lillian.
Wedel, P. A.

CORRESPONDENCE.

Allen, Roy H.
Allen, Hugh.
Appleby, Jewel.
Agnen, L. E.
Ayers, J. A.
Brewer, Nora.
Brandt, Fred W.
Betzer, Mary E.
Bowers, Elmer.
Ballard, J. W.
Bomgardner, W. F.
Booker, Lula.
Brazel, E. G.
Bryne, J. R.
Braman, Leola.
Brace, Fred E.
Bement, Edna.
Barnes, Albert.
Brandt, John A.
Bush, Frank S.
Bircher, Adolph
Buschow, Max.
Brown, M. J.
Bassgall, Joseph E.
Brownlee, Sylvia L.
Blue, Pat.
Curt, S. W.
Clark, M. L.
Cave, Chas. A.
Crowb, Harry L.
Clark, Geo. H.
Crawford, Leigh S.
Corbel, Frank
Cook, Clarence J.
Copper, Josie.
Cogswell, C. C.
Cogshall, Mae.
Coslett, Evam.
Cox, G. H.
Day, Mrs. Elizabeth.
Daggett, Martha.
Devine, Walt.
Duke, A.
Dodson, Bert
Divelly, Stella.
Dykes, Ben
Elliott, A. B.
Edgerton, A. G.
Edgecomb, Chas.
Eicker, Iva Mae.

Fellers, Violet.
French, Elizabeth
Fenwick, H. E.
Foglesong, John.
Filsome, Lester E.
Frey, Mabel M.
Grim, Ocie H.
Gregory, Wm. E.
Guess, Mrs. Francis.
Gish, C. H.
Gard, T. F.
Good, Wm. H.
Goodman, R. A.
Grant, Maud
Hylton, R. P.
Hocker, W. J.
Holtslander, W. H.
Harbert, A. G.
Hunt, P. V.
Hall, Leo.
Hanson, Grayce.
Heath, Robert L.
Hall, Lee.
Hammer, Ira A.
Hoffman, Beulah.
Hederhoist, Mrs. P. F.
Harshaw, A. L.
Hullet, John.
Hammond, Walter.
Humsberger, Neva.
Hale, W. B.
Inman, Chas. L.
Johnson, Stanley E.
Jones, Ellwood M.
Johnson, Jed
Jones, Vivia.
Johnston, C. A.
Jennings, John C.
James, A. W.
Kelly, May.
Kerns, A. V. B.
Kerr, John.
Kelly, Lawrence C.
Kenyon, Fred.
King, J. M.
Kohler, Ora.
Kincard, Ernest.
Knowles, Earl.
Lee, Mrs. Betsey
Latimer, Loise.

Lynn, Kathryn.
Lobb, J. D.
McWilliams, L. R.
Massey, W. H.
Moss, W. H.
Merilatt, Elizabeth.
Minne, Harry.
Metcalf, Chas. R.
McKee, R. M.
Miller, F. L.
Murray, Harry
Myers, C. D.
Miller, Frank E.
Missman, D. W.
McMurray, Robert M.
McWilliams, S. E.
Miller, Rose E.
Miller, Lois.
Morris, LaMotta.
Nettrover, Martha C.
Newton, Wm.
Nelson, Hilma
Owings, A. M.
Olson, Earnest
Oliver, C. L.
Parks, C. H.
Pennington, S. W.
Price, J. W.
Poepe, Louis
Phillipi, John M.
Pawling, Guy P.
Parks, Edna.
Plumly, Blanche.
Pedroja, John.
Ramey, H. M.
Reed, John
Rose, Herbert.
Rogers, R. R.
Root, A. C.
Stover, Daniel I.
Scott, J. H.
Sparks, James P.
Scholz & Son.
Starkey, W. F.
Shepherd, Inez
Snell, John W.
Sollenberger, N. C.
Schooley, Earl A.
Schmidt, G. E.
Schmidt, Edwin C.

Scott, E. B.
Sawyer, Horance.
Thompson, H. F.
Thomas, S. H.
Waldorf, S. E.
Wheeler, C. H.

Wood, Elmer L.
Walker, Mrs. Martha
Wilson, Alice.
Wilson, Jas. R.
Wilson, Bert.
Winfough, Otis E.

Wallace, D. A.
Warwick, Constance.
Wilson, Leonar.
Wyatt, D. E.
Walden, Baxter

THE BIBLICAL DEPARTMENT.

GRADUATES.

Wiens, A. F.

Boone, Cora.

UNDERGRADUATES.

Bartels, Minnie.
Beanblossom, G. W.
Boone, Sadie.
Boone, Lucy.
Bowers, May.
Breon, Jessie.
Brubaker, Ida.
Brubaker, Lucy.
Brubaker, Emma.
Burgin, G. W.
Coler, Frank.
Crumpacker, H. C.
Crumpacker, F. H.
Crumpacker, Anna N.
Daggett, Mary.
Delp, Bertha.
Dotzour, G. C.

Fahnestock, Chas.
Fishback, Ralph.
Flory, R. C.
Frantz, Ira H.
Frantz, Mary E.
Garst, Earl.
Garst, Errett.
Hartman, A. A.
Hildebrand, Lulu.
Hiebert, P. C.
Hoffert, S. J.
Hoffert, H. A.
Hope, Nannie.
Hope Lillian.
Horning, Emma.
Kane, P. A.
Kimmel, Mabel.

Lichty, Ollie.
Meyers, Lela.
Miller, S. C.
Netzley, Harvey.
Newland, Della.
Stauffer, Mrs. J. B.
Stutzman, J. M.
Throne, Leota.
Tretbar, J. J.
Vaniman, O. S.
Vaniman, J. P.
Vaniman, Verna B.
Wiebe, P. V.
Wiebe, Elizabeth.
Wiens, Katy.
Wiens, A. F.
Williams, J. H. B.

SPECIAL STUDENTS.

Special students
Athay, Roland M.
Allen, S. G.
Alloway, H. N.
Alldridge, J. R.
Angleton, Wm.
Brubaker, Lulu May.
Bryant, Mrs. Marcus Hazel.
Bockhans, Wm.
Bacon, Lyman.
Bull, Binus.
Bates, Frank.
Breese, Willie.
Baker, Belle M.
Barnes, Hattie.
Baker, Carrie.
Beck, Henry.
Brunington, J. Clark.
Blake, Howard.

Bixler, Bruce.
Bement, R. S.
Barnes, E. D.
Baker, J. N.
Bowen, Willis.
Baughman, J. C.
Banta, J. C.
Becker, E.
Beal, T. E.
Bonebraker, J. A.
Brown, Walter
Brown, Ina
Bralley, J. C.
Bush, Frank S.
Clevenger, John
Carter, Flora
Chamberlain, Flo.
Coleman, Alvin F.
Calvert, G. E.
Carls, Fred

Clayworth, E. H.
Cronin, May
Chapman, Alberta
Coberly, W. C.
Clayton, J. H.
McConnel, Chas.
Chalfant, Grace
Clark, Henry
Carrol, Chas.
Clark, F. D.
Conklin, Constance
Clow, A. D.
Crolls, Vetriss
Crum, Mrs. J. A.
Clark, Howard
Cutshaw, Arthur
Carter, H. J.
Cole, Russell
Colby, Daul
Constable, Marshall

- Cunningham, Welby
 Chastain, Fred
 Cogswell, Archie R.
 Clevenger, John
 Cook, J. C.
 Davis, Leon E.
 Doyle, F. C.
 Dooglass, Myron R.
 Durless, Mrs. Geo.
 Davidson, D. T.
 Downing, Geo.
 Dollison, J. A.
 Downing, Miss Fairy
 Dunlap, P. W.
 Evans, Carl
 Elder, A. G.
 Emmert, E. G.
 Ecker, Hetty P.
 Friesen, P. A.
 Franzen, J. H.
 Freshour, S. E.
 Flora, Ray.
 Ford, L. N.
 Frantz, M. Earl
 Fuller, Rennie
 Fultz, Louis A.
 Frame, Sallie E.
 Ford, Florence
 Gross, Theo.
 Gibson, H. G.
 Gochnat, Charles E.
 Gibson, G. E.
 Grist, Lorin
 Guyer, Onita,
 Godfrey, Harie
 Gamertsfelder, Beulah
 Graham, J. M.
 Gastinean, Felix
 Gary, J. W.
 Glass, Edd
 Hill, G. W.
 Hamilton, Mrs. Geo.
 Hatley, J. L.
 Hunt, F. B.
 Heldstab, Lida.
 Heldstab, Wm. F.
 Hollinger, Gemma.
 Haworth, P. W.
 Henson, Alva
 Howard, Silas
 Howley, C. K.
 Hughes, John E.
 Hanson, H.
 Hoggett, E. B.
 Hill, N. F.
 Hall Ora
 Hannum, Adelia
 Henderson, S. F.
 Horner, Oliver
 Hildebrand, Mae
 Henderson, Arlie
 Hayes, W. E.
 Irwin, W. C.
 Jordan, Ada
 Johnston, Robt. K.
 Jones, J. T.
 Johnson, M. T.
 Jukes, Mabel
 James, E. E.
 Johnston, Channing
 James, Bruce E.
 Keller, S. B.
 Keys, O. A.
 Keltner, W. U.
 Laird, Frank W.
 Lundstrom, May
 Lefebore, Elle
 Leavitt, Thos.
 Langstaff, Harry
 LaMout, Ralph
 McCarty, Owen
 McLaren, Lester
 Mize, Clyda E.
 Mickey, J. L.
 Matterson, Vida.
 Matthews, Walter
 Meyers, Worthey
 McColl, W. H.
 Miller, Bertie
 Obenhans, W. T.
 McCreight, Verle
 Mitchell, C. W.
 Martin, Ray
 Moggie, Chas
 Merkey, Sarah
 Mullen, Maurice
 Mayfield, J.
 Myler, Claire
 Mohler, Mary.
 Mitchell, Wm.
 Mullen, Don. L.
 McDanel, Ira
 McIntosh, B. H.
 McColl, Earl
 McKinney, Oscar
 Newby, H. L.
 Noggle, Clarence
 Nelson, John
 Norton, T. D.
 Old, H. E.
 Oesting, Mrs. E. J.
 Oliver, Sadie
 Overlin, T. W.
 Olson, Dwight
 Park, Urmie
 Pfoutz, Frank E.
 Prentice, Delbert
 Peterson, Burton
 Pickrell, D. E.
 Parrish, Elisha
 Peters, E. W.
 Pownall, W. C.
 Phillips, Dave
 Pollard, Flora
 Quowen, H.
 Rolfe, Maude
 Robison, R. G.
 Rathburn, J. H.
 Rundle, John
 Rust, E. E.
 Ray, Eliza
 Rings, M. E.
 Reese, Gerti
 Richardson, Vesta
 Richards, S. G.
 Ritter, J. M.
 Rupert, W. J.
 Rouse, W. T.
 Riderman, J. B.
 Ray, W. J.
 Scott, Clarence
 Slawson, Harry
 Swanson, N.
 Stromquist, Edna.
 Shephard, Leroy
 Swenson, J. A.
 Smith, Ralph
 Slouder, J. W.
 Stith, Farmer
 Steele, Preston
 Shank, Geo. E.
 Snyder, Otis
 Socolofsky, Abraham
 Sanborn, C. G.
 Somers, Addie
 Schofield, Sherley
 Shenn, T. B.
 Strang, F. W.
 Steele, Della
 Stuart, R. B.
 Spriggs, R. T.
 Swanson, S. P.
 Shupe, Libbie
 Silman, L. B.
 Shelden, Herbert

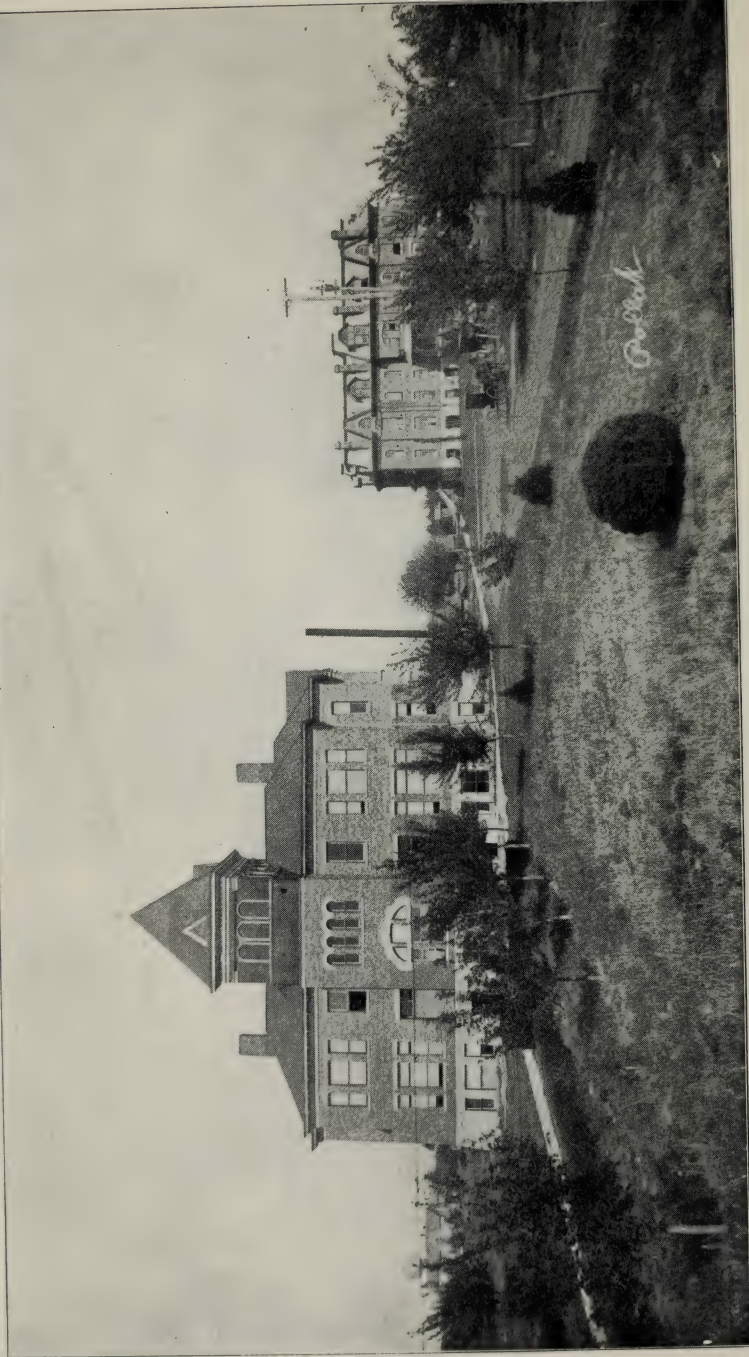
Smith, Ethlyn
Springmon, Azula
Smith, Lloyd
Thompson, C. W.
Trostle, Evelyn.
Tomlenson, J. B.
Trowbridge, Clyde
Van Scork, Vrole
White, E. L.

Wall, John
Winkley, C. W.
Wolfe, Duane
Wieman, A. L.
Wooley, John
Woodworth, W. G.
Weakley, Robert
Wycoff, Glenn
Williams, A. V.

Wilson, H. R.
Wickstrom, LaVergne
Watt, Ralph S.
Williams, Marion V.
Werner, Z. V.
Wallace, Geo.
Yoder, Lester
Zeigler, Sara

THE LIBRARY OF THE
APR 16 1931
UNIVERSITY OF ILLINOIS.





VIEW OF MC PHERSON COLLEGE

THE LIBRARY OF
APR 16 1931
UNIVERSITY OF KANSAS

ANNUAL CATALOGUE
McPherson College
MC PHERSON. KANSAS



1906-1907
With Announcements for
1907-1908

Dup. 109
M. L. G.

Calendar for 1907-1908

1907—September 10, Tuesday,	. . .	1st Quarter Begins
“ November 12, Tuesday,	. . .	2nd Quarter Begins
“ December 22 to January 1, 1908,	. . .	Vacation
1908—January 21, Tuesday,	. . .	3rd Quarter Begins
“ March 25, Tuesday,	. . .	4th Quarter Begins
“ May 18, Sunday Evening,	. . .	Baccalaureate Sermon
“ May 19-20, Monday and Tuesday,	. . .	Final Examinations
“ May 20, Tuesday Evening,	. . .	Elocution Recital
“ May 21, Wednesday,	. . .	Field Day
“ May 21, Wednesday Evening,	. . .	Musical Recital
“ May 22, Thursday,	. . .	Class Day
“ May 22, Thursday Evening	. . .	Alumni Banquet
“ May 23, Friday Morning,	. . .	Commencement

Summer School begins Tuesday, May 27, 1908, and continues nine weeks.

The entire object of true education is to make people not merely do right things, but to enjoy right things; not merely industrious, but to love industry; not merely learned, but to love learning; not merely honest, but to hunger and thirst after honesty.--RUSKIN.

BOARD OF DIRECTORS.

ELDER EDWARD FRANTZ, President,	-	McPherson, Kan.
S. B. FAHNESTOCK, Vice President,	- -	McPherson, Kan.
F. A. VANIMAN, Treasurer,	- - - -	McPherson, Kan.
H. J. HARNLY, Secretary,	- - - -	McPherson, Kan.
ELDER J. J. YODER,	- - - - -	Conway, Kan.

BOARD OF VISITORS.

ELDER MICHAEL KELLER,	- - - -	Nickerson, Kan.
ELDER GEO. MANON,	- - - -	Gypsum, Kan.
ELDER A. C. DAGGETT,	- - - -	Covert, Kan.

Faculty and Instructors for 1907-1908.

"I maintain, my friends, that every one of us should seek out *the best teacher* whom he can find, regardless of expense or anything."

EDWARD FRANTZ, A. M., President,

Biblical Languages and Literature.

H. J. HARNLY, A. M., Ph. D.,

Biology and Philosophy.

S. B. FAHNESTOCK, A. B., M. C., Secretary,

*Superintendent Commercial Department; Commercial
Branches and Drawing.*

S. J. MILLER, A. M.,

(On leave of absence for university study.)

English and German.

CLAUDE SHIRK, A. M.,

Mathematics, Chemistry and Physics.

JOHN A. CLEMENT, A. M.,

Pedagogy and History.

S. C. MILLER, A. M.,

English.

P. F. TOEVS,

German.

F. G. MUIR,

*Director of Musical Department; Piano, Organ, Har-
mony and Voice Culture.*

B. E. EBEL,

Latin.

JESSIE ULLREY,

(Columbia School of Oratory.)

Elocution and Physical Culture.

CORDA CLEMENT, B. S. D.,

French.

B. S. TROSTLE,

Missions.

MARION STUDEBAKER,

Arithmetic.

LILLIAN HOPE,

Shorthand and Typewriting.

ERNEST VANIMAN, B. S. D.,

Grammar.

MYRTLE PICKING, B. S. D.,

United States History.

L. A. BRADBURY, M. D.,

Physiology.

A. E. HEDINE,

Laboratory Assistant in Chemistry.

J. C. RUSSEL,

Laboratory Assistant in Physics.

P. W. SEIDEL, M. Acct.,

Book-keeping.

ORIE ABEL, M. Acct.,

Book-keeping.

MRS. J. B. STAUFFER,

Director of Model School.

NELLIE HINKSON, B. S. D.

Art and Sloyd.

F. G. MUIR,

Chapel Music.

IRA VANIMAN,

Director of Gymnasium.

(To be supplied)

Matron.

JENNIE BUSH SHIRK,

Librarian.

GENERAL INFORMATION

LOCATION AND ACCESSIBILITY

PURPOSE AND IDEALS

MATERIAL EQUIPMENT

MORAL AND RELIGIOUS INFLUENCES

LITERARY SOCIETIES

DISCIPLINE

EXPENSES

LOCATION AND ACCESSIBILITY.

McPherson, Kansas, is not far from the center of the state, whose geographical and material advantages have been made famous in Governor Hoch's celebrated metaphor, "The rich, juicy meat in the heart of the national sandwich." It is a thriving little city of thirty-five hundred people and is the seat of government of McPherson county. It is a city of prosperous merchants, beautiful homes, parks and shade trees, and is surrounded by waving fields of wheat, corn and alfalfa. The climate is mild and healthful.

McPherson is easily accessible from all parts of the country. The El Paso division of the Rock Island system passes through it, over which run daily through trains between Chicago and California. A branch of the Santa Fe System connects McPherson with the main line about fifty miles distant both east and west. Santa Fe trains stop on signal at McPherson College station, two blocks from the campus. The Union Pacific and Missouri Pacific roads also have branches here.

The College is beautifully situated on an elevation at the eastern end of Euclid street, the principal east and west thoroughfare of the city. The campus is dotted with growing maples, elms and evergreens, and is far enough from the center of business to insure an environment most favorable to student life.

PURPOSE AND IDEALS.

McPherson College was established in order to provide the young people of the Dunker Brethren church with facilities for a thorough, Christian education. However, no denominational test of admission is applied and its doors are open to all persons of good moral character who are in sympathy with the general spirit of the institution.

The conception of education which controls at McPherson is that which regards it as a development of the whole being, body, mind and spirit. While the most thorough and exacting intellectual discipline is demanded, as an examination of the courses in this catalog will show, special care is taken that the whole atmosphere of the school shall be favorable to spiritual culture also. High ideals of character are constantly held forth. True education is held to in-

clude both the acquisition of power and the direction of this power to worthy ends. Equipment for honorable service to humanity and for appreciation of the best things which life can afford are ideas distinctly taught.

The institution stands definitely for the doctrine of "The Simple Life." Modesty in dress and bearing, simplicity in social customs, the dignity of all honest labor, are popular ideas. The rich student who imagines that his wealth will bring him prestige is likely to suffer a painful disillusionment, while the poor one who must work his way through, provided only his work be well done, will find himself honored and respected. No aristocracy, save that of character is known.

MATERIAL EQUIPMENT.

BUILDINGS. Two large substantial buildings and a third in course of construction furnish ample accommodations. The main building ninety-four by one hundred and seventeen feet, contains the chapel, recitation rooms, commercial hall, part of the laboratories and the gymnasium.

A second building, forty by one hundred feet, three stories and basement, is used as a dormitory and dining hall. Students' rooms are comfortably furnished, have steam heat and electric lights.

A third building, a Carnegie library, fifty by sixty feet, is in course of construction and will be ready for use the coming season.

The Gymnasium occupies a basement room thirty by seventy feet, with bath and dressing-room annex twenty-five by thirty-five feet. The gymnasium is well equipped with apparatus, tub and shower baths and lockers.

The athletic grounds, occupying the north side of the campus, have been recently put into good condition and are now well equipped for college athletics.

LIBRARY.—The beautiful new library building of pressed brick, stone and concrete, with over sixteen thousand dollars of upkeep endowment, will be ample to meet our library and reading room wants. There are over ten thousand volumes in the library. New books are constantly added. In the reading rooms are found scores of the best newspapers and magazines.

APPARATUS.—In the way of apparatus there is no college in the west better equipped for the work it attempts.

There are twelve modern microscopes, two microtomes, ovens, paraffine baths, projecting microscope, and all other equipments of a first class biological laboratory.

The chemical laboratories are equipped with modern desks, hoods, balances, gasometers, retorts, chemicals, etc. In fact, everything needed to do first class work.

In the physical laboratories are to be found air pumps, engines, dynamos, motors, galvanometers, spectroscopes, ampere meters, resistance coils and hundreds of other pieces of apparatus too numerous to mention. There is a Chicago model dissolving view stereopticon, also a more modern single stereopticon fitted for either oxy-hydrogen, oxy-ether, acetylene or electric light illumination, with attachments for opaque and microscopic projections.

For astronomy there is a four-inch telescope, and for surveying a transit and other necessary equipments.

THE MUSEUMS.—Here are valuable collections of mammals, birds, birds' nests and eggs, reptiles, corals, shells of various kinds, insects, minerals, rocks and fossils, herbarium, etc., etc. Additions to the collections are solicited.

MORAL AND RELIGIOUS INFLUENCES.

The high ideals and principles for which the college itself stands, together with most favorable surroundings, combine to impart to the student life a moral tone of an exceptionally high order. McPherson has many live churches, a large active Y. M. C. A., a public library, another college beside our own, a choral union, a first class lecture course. It has no saloons, no joints, and no paupers. More than the average city or town it is free from the vices which are liable to prove pitfalls for young people. McPherson is not noted for its mines or manufacturing interests, but is dependent for its prosperity upon the rich agricultural community which surrounds it. It is easy to see how this fact tends to keep away from the city the less desirable classes of inhabitants. It is an ideal college town; just the kind of a place in which it is a pleasure to live and to which it is safe for parents to send their sons and daughters.

In the college itself devotional exercises are held each school day in the chapel, and regular evening prayers are held



H. J. HARNLEY, PH. D.

F. G. MUIR, MUSICAL DIRECTOR

S. B. FAHNESTOCK, M. C. SECY AND TREAS.
EDWARD FRANTZ, A. M., PRESIDENT

S. J. MILLER, A. M.

in the dormitory. The morning watch and systematic daily Bible study are also observed by many. Sunday School and two preaching services are held in the college chapel each Lord's Day. Young people's societies are active and exert a strong Christian influence upon the student body. And what is really of chief significance in determining the religious tone of an educational institution, the teachers are Christian men and women, and their daily work is permeated by the Christian spirit.

LITERARY SOCIETIES.

Three literary societies are sustained by the students of the college. Every student is expected to unite with one of these societies and to participate in the exercises of the society.

THE IRVING SOCIETY is open to the students of the collegiate classes and the senior normals. The sessions are held each Saturday evening in Irving Hall. The hall is well furnished and lighted by electricity.

THE EUREKA SOCIETY is open to sophomore and junior normals and junior and senior academic students. The sessions are held each Saturday evening in the college chapel.

THE ELITE SOCIETY is open to all students below the ranks of the Eureka and Irvings. They hold their sessions each Monday evening in Irving hall.

Students cannot afford to miss the mental discipline acquired by taking part in these societies. An annual oratorical contest is held under the auspices of the Irving Society.

DISCIPLINE.

The standards of social life and conduct at McPherson College are those which belong to well-bred people everywhere. When young people apply for admission to the college it is assumed that they are ladies and gentlemen, and they are treated and trusted as such until they show themselves unworthy of the trust. If a student shows a disposition not to fall in line with the high standard of conduct which prevails, he is admonished. If he persists, he cannot remain in the institution.

The reformation of young people of vicious habits is a noble work but it is not compatible with the purpose and ideals of McPherson College. The best interests of its constituency demand that its opportunities should be open to ladies and gentlemen only. The patronage of those who want to have a "good

time" is not solicited. When the presence of such is discovered they must choose quickly between a change of program and a departure to other climes. To all who mean business and want the largest returns for time and money expended we extend a hearty welcome and we promise you the best service which it is in our power to give.

EXPENSES.

(Four studies constitute a full program.)

Tuition, per quarter in advance	\$10.50
Tuition, per week	1.25
Tuition, two quarters in advance	20.00
Tuition, three quarters in advance	30.00
Tuition, per year in advance	40.00
Tuition, single study, per week .....	.50
Tuition, Stenography alone, per quarter in advance	7.50
Tuition, Stenography with other studies, per quarter in advance	5.00
Tuition, Typewriting, per quarter in advance	6.00
Tuition, full course Advertising	35.00
Beginning Chemistry, per quarter	2.50
Advanced Chemistry, per quarter	3.00
All students pay per quarter for library fee .....	.25
Physics, per quarter	1.00
Advanced Physiology per quarter	1.00
Biology, per quarter	1.00
Board, in advance for the year	66.00
Board, three quarters	51.00
Board, two quarters	34.00
Board, one quarter	17.50
Board, less than a quarter, per week	2.00
Holiday week	3.00
Board, less than a week, per meal .....	.15
Ink, per quarter .....	.10
Fuel, Fall or Spring, quarter	1.00
Fuel, Winter terms, each	4.50
Fuel, per year in advance	10.00
Fuel, per week, Fall or Spring .....	.15
Fuel, per week, Winter quarter .....	.50
Furnished rooms, per week .....	.50

Board, Tuition, furnished room and fuel, per year in advance	132.00
Special Examination Fee	1.00
Private Lessons, each, in advance . . . . .	.5
Tuition for Post Graduate year	40.00
Chemistry, General, per quarter	2.50
“ Qualitative, per quarter	3.00
“ Quantitative, per quarter	3.00
“ Organic, per quarter	4.00
Astronomy, per quarter	1.00
Zoology, per quarter	1.00
Botany, per quarter . . . . .	.50
Physiology, per quarter	1.00
Biology, per quarter	1.00
Physics, Advanced, per quarter	1.50
Biological branches other than Biology, per quarter	3.00

All laboratory fees must be paid in advance. Grades will not be granted until the fees have been paid.

GRADUATING FEE, INCLUDING DIPLOMA.

College	\$ 5.00
College, with State Certificate	6.00
Normal	5.00
Normal, with State Certificate	6.00
Elocution	3.00
Music (Certificate)	3.00
Music (Diploma)	5.00
College post graduate	10.00
Commercial	3.00
Commercial (Post Graduate)	5.00
Biblical (Certificate)	3.00
Biblical (Collegiate)	5.00
Academic	3.00
Shorthand	3.00
Penmanship (Certificate)	1.00

No student will receive the final testimonial and grade until this fee is arranged for.

All expenses are due and payable one quarter in advance. Students paying a quarter or more in advance and having to quit school before the time paid for is expired, will be charged at the quarter rates for whole quarters, and at week rates for less than a quarter. Students whose conduct is such as to

require their dismissal, forfeit all claims to the money paid by them.

No rebate for students going home Saturdays and remaining until Monday. No reduction for absence for less than two weeks.

Text books and stationery are kept on sale at the College office.

Students should bring with them any text books they may have.

Students voluntarily rooming alone, two rates for room rent.

Students in Dormitory furnish their own blankets.

For further information address, McPherson College, McPherson, Kansas.

COLLEGIATE DEPARTMENT

NATURE AND SCOPE

THE SUBJECTS OF INSTRUCTION

THE TABULATED COURSES

Collegiate Department.

NATURE AND SCOPE.

Two collegiate courses are offered, the classical and scientific, leading to the degrees of Bachelor of Arts and Bachelor of Science. These courses as tabulated, serve to show the nature and amount of the work required for the degree, but it is not to be supposed that the courses of all students must conform exactly to either of them. Reasonable liberty of substitution is allowed, provided the work offered is equal in value to that for which it is substituted. For special pre-medical and pre-engineering courses, see page 34.

ENTRANCE REQUIREMENTS.—Students may be admitted to the college from high schools, academies and preparatory departments of other colleges, as well as on completion of our own academy course. The applicant for admission must present a certificate or a letter from the principal of the school recommending him for admission.

Students from high schools accredited by the high school examiner for the State University will be admitted unconditionally provided that they have the following units to their credit:

1. Three units of English;
2. Two and one-half units of Mathematics;
3. Four units of Latin;
4. One unit of Physical Science;
5. One unit of Biological Science;
6. One unit of History.

A unit is a subject (like Latin, for example) running for one year; that is, not less than thirty-five weeks, five recitations per week, with at least forty minutes for each recitation. Fifteen units are necessary for unconditional entrance, the remaining units being elective.

Following is given the list of accredited high schools as prepared by the State University:

ACCREDITED HIGH SCHOOLS.

CLASS I.

Schools in this list are fully accredited and are working under the most favorable conditions.

NAME OF SCHOOL.

Abilene	Kansas City, Kan.
Academy of Idaho, Pocatella	Labette Co., Altamont
Albuquerque, N. Mex.	La Junta, Colorado
Anthony	*Lawrence
Argentine	*Leavenworth
Arkansas City	Lewis Academy, Wichita
Atchison	Loretta Academy, Kansas City, Mo.
Atchison Co. Effingham	Lyons
Bartlesville, Oklahoma.	Mankato
Beaverhead Co., Dillon, Mont.	Manual Training, Kansas City, Mo.
Beloit	Marion
Burlingame	Marysville
Chanute	McPherson
Chase Co., Cottonwood Falls	Minneapolis
Cherokee Co., Columbus	Montgomery Co., Independ- ence
Clay Co., Clay Center	Newton
Coffeyville	Norton Co., Norton
Concordia	Olathe
Council Grove	Ottawa
Crawford Co., Cherokee	Paola
Decatur Co., Cherokee	Parsons
Decatur Co., Oberlin	Peabody
Dickinson Co., Chapman	Pittsburg
El Dorado	Plainville
Ellsworth	Pratt
El Reno	Prosser, K. C., Mo.
Emporia	Rosedale
Eureka	Salina
*Fort Scott	Sedgwick
Galena	Seneca
Garnett	Sheridan Co., Hoxie
Great Bend	Smith Center
Halstead	Southern Kan. Acad., Eureka
Harper	*Sumner Co., Wellington
Herington	St. Joseph, Mo.
Hiawatha	Thomas Co., Colby
Holton	Sterling
Hot Springs, Ark.	*Topeka
Humboldt	Trego Co., Wakeeney
*Hutchinson	Univ. Mil. Acad., Columbia, Mo.
Iola	
Joplin, Mo.	
*Junction City	

Univ. Prep. School, Kansas	Wentworth Mil., Acad., Lexington, Mo.
Urbana University Acad.	Western Mil. Acad., Upper Alton, Ill.
Urbana, Ill.	
Warrensburg, Mo.	*Wichita
Washington	Winfield

*Schools are accredited by the North Central Association of Colleges and Secondary Schools.

CLASS II.

Schools named in this list are fully accredited, but fall short of the most favorable conditions in some respects. (It may be a shortage in laboratory equipment, short school term, or perhaps the teachers are required to carry too many recitations.)

NAME OF SCHOOL.

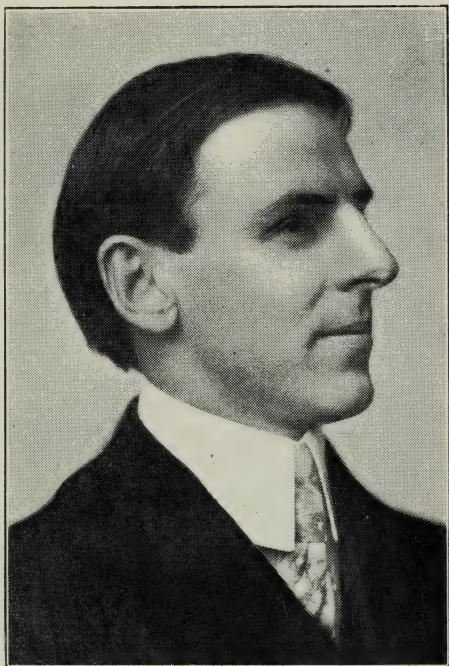
Belleville	LaHarpe
Burlington	Larned
Caldwell	Lyndon
Cherryvale	Neodesha
Clyde	Osage City
Ellis	Osborne
Frankfort	Osawatomie
Garden City	Russell
Gas City	Sabetha
Gove City, Gove	Stockton
Horton	Wamego
Howard	Yates Center

CLASS III.

The schools named in this list fall short of full preparation by not more than three units.

NAME OF SCHOOL

Alma	Colony
Attica	Delphos
Axtell	Dixon Township, Argonia
Augusta	Dodge City
Belle Plaine	Douglass
Blue Mound	Erie
Bonner Springs	Eskridge
Bronson	Florence
Blue Rapids	Girard
Burrton	Glen Elder
Cawker City	Greenleaf
Centralia	Hartford
Clifton	Hill City



J. A. CLEMENT, A. M.

Hillsboro	Pleasanton
Kingman	Rawlins Co., Atwood
Kinsley	Reading
LaCygne	Scranton
Lecompton	Sedan
LeRoy	Sherman Co., Goodland
Lincoln	Solomon
Logan	Stafford
Maple Hill	St. John
Moline	St. Mary's
Moran	Tonganoxie
Mound City	Valley Falls
Nortonville	Waterville
Onaga	Waverly
Oskaloosa	Weir
Overbrook	Wetmore
Phillipsburg	Wilson

CLASS IV.

Schools named in this list offer courses that have been approved by the University, but they have not yet fulfilled other conditions for accredited relations.

NAME OF SCHOOL

Altoona	Lansing
Boling	Linwood
Buffalo	Little River
Burr Oak	Lorraine
Cheney	Louisburg
Corning	Marquette
Formosa	Scandia
Gardner	Scott Co.
Glasco	Sylvan Grove
Gypsum	Syracuse
Havensville	Wathena
Hoisington	Wellsville
Irving	Westmoreland
Kincaid	Williamsburg
Lane Co.	

STATE CERTIFICATE— Those who complete one of our college courses including the Pedagogy here outlined, will receive from the State Board of Education a State Certificate for three years. After having taught successfully two of the three years and having shown a satisfactory interest in the literature of the profession, a Life Diploma will be issued. The only examinations are those given by the College when the studies are taken. Following is an outline of the Pedagogy required:

1. A course of twenty weeks in History of Education.
2. A course of ten weeks in Philosophy of Education.
3. A course of ten weeks in School Law.
4. A course of ten weeks in School Management.
5. A course of ten weeks in Methods of Instruction.

All above courses to be given by the Professor of Pedagogy.

6. One teachers' course of twenty weeks in some other department of the institution, which must include (a) a broad review of the field in which the course is given; (b) a development of the principles involved in the successful teaching of the subject and its correlates in the secondary schools of the state; (c) a study of the comparative value of authorities and methods and the uses of material aids in teaching; and, if possible, (d) actual practice in teaching for not less than ten weeks.

Description of Subjects of Instruction.

ENGLISH.

In the study of English Literature the aims are: to guide the student in the choice of books; to train him in true and skillful literary interpretation; to purify and cultivate his literary taste; to make him acquainted with master minds; to put him in possession of the greatest thoughts expressed in the best language; and, finally, to enable the student to make the most of his own powers of thought and gifts of expression.

1. RHETORIC. A study of the principles of rhetoric with original thesis work illustrating the different types of prose composition. Open to college freshmen. First Semester.

2. AMERICAN POETS. A study of the prominent poets of America, including their relation to the English poets. Open to college freshmen. Second Semester.

3. VICTORIAN LITERATURE. A critical study of Tennyson and Browning. Lectures on the literature of the period. Open to sophomore students. First Semester.

4. EIGHTEENTH CENTURY POETS. A study of the representative productions of the prominent poets of the period. Open to junior students. First Quarter.

5. MILTON. A thorough study of Paradise Lost. Lectures on the literature of the age of Milton. Open to juniors. Second Quarter.

6. **SHAKESPEARE.** This course is designed to give the student a knowledge of Shakespeare as an artist; his power to portray character; the different types of the drama represented by his works. At least one drama from each type is studied critically. Open to junior students. Second Semester.

7. **ANGLO SAXON PERIOD.** A study of the Anglo-Saxon grammar; Boewulf, Judith and other productions. Open to seniors. All year.

FRENCH.

1. **ELEMENTARY COURSE.** Grammar, (Van Daell and Grandgent) and easy reading. Drill in pronunciation and in forms. First Semester.

2. **ELEMENTARY COURSE.** Continuation of Course 1. Reading of simple prose texts, with exercises in dictation and elementary composition. Second Semester.

3. **MODERN FRENCH PROSE.** Study of Norimee, Gautier, Hugo, Angier, and others. Dictation and practice in composition and conversation. First Semester.

4. **SCIENTIFIC FRENCH.** A course intended for students who wish to prepare for the Scientific field. Second Semester.

LATIN.

FRESHMAN YEAR. Cicero's *De Amicitia*; literary merit; syntactical drill; first quarter. Livy, selections from books I and II; early Roman history; practice in sight reading; syntactical drill as needed; second and third quarters. Horace, selections from the Odes; careful study of prosody and practice in metrical reading; political and literary history of the Augustan age; syntactical work as needed; fourth quarter.

SOPHOMORE YEAR. Selections from the *Annals* of Tacitus, with a study of his style, syntax and diction; political conditions; first quarter. Horace, selections from the *Epistles* and *Satires*; political history and social conditions of the times; second quarter. Selections from prominent Latin poets, review of prosody; comparison of style, meter, and literary merit; finer passages memorized; lives of authors; third quarter. Juvenal, selected *satires*; social life and literary history of the times; rapid survey of the preparatory Latin; fourth quarter.

GREEK.

The emphasis which was formerly placed on the study of the ancient classics has been transferred in modern times to other subjects, such as science, sociology and pedagogy. The effects of this shifting of emphasis have been felt in McPherson College as in all other educational institutions. The educational value of the study of the Greek language is still recognized, however, both as a means of intellectual discipline of the highest worth and as the gateway to an appreciation of the life and civilization of a people which has exerted an immeasurable influence upon modern society. In our clasical course three years of good strong work in Greek are offered.

FIRST YEAR. The first year is given to the mastery of the grammatical principles of the language, the acquisition of a vocabulary, and practice in easy historical reading. Open to third year students in the academy.

SECOND YEAR. The first semester is given to the study of Xenophon's Anabasis, and the second semester to that masterpiece of Greek literature, Homer's Iliad. Open to college freshmen.

THIRD YEAR. A quarter each is given to selections from Lysias, Plato, Sophocles and Demosthenes. Open to sophomores.

NEW TESTAMENT. Courses in the Greek New Testament given in the Biblical Department are also open to collegiate students.

MATHEMATICS AND ASTRONOMY.

(a) Mathematics.

1. **UNIVERSITY ALGEBRA.** A general review of principles of Algebra is taken up first. The principal topics are quadratics, imaginaries, theory of exponents, ratio and proportion and variation, progression, graphical interpretation of equations, theory of limits, series, methods of undetermined coefficients, binomial theorem, choice and chance, determinants, theory of equations, solution of numerical higher equations by graphic method and Horner's method. One-half of problems required besides all demonstrations. Time, eighteen weeks, first semester, daily.

2. **TRIGONOMETRY, Plane and Spherical.**—Careful attention is paid to the consistent and scientific development of the fundamental principles and definitions. The course embraces

the relation of the six functions, as ratios, circular measurement of angles, proof of principal formulas, construction and use of trigonometrical tables and the solution of right and oblique triangles. Many practical problems are required to be solved. Time, twelve weeks, second semester, daily.

3. SURVEYING.—This course embraces the use of drawing instruments, transits, level and compass. The theory of surveying is taught by recitation and lectures. The practical application is taught by field work in measurements by chain and tape, profile leveling, and field surveys with transit. Many problems are required to be solved. Each student is expected to put in six hours per week, for six weeks, in field work with the instruments, and notes and computations of work are required. Time, six weeks, fourth quarter, daily.

4. ANALYTIC GEOMETRY.—Elements of plane analysis, including the geometry of conic sections. Some of the fundamental elements of solid analytics are presented. Smith and Gale's "Introduction to Analytic Geometry," the text. Time, eighteen weeks, first semester, daily.

5. CALCULUS.—Elementary courses in differential and integral calculus. Fundamental principles and general methods, with practical application to problems. Granvill's "Differential and Integral Calculus" used as text. Time, eighteen weeks, second semester, daily.

(b) Astronomy.

The department has a four-inch telescope, made by W. D. Moge & Company, noted telescope makers. It is a high grade instrument and has proven its value in the work of several classes. The instrument is sixty inches focal length, supplied with usual eye-pieces, reaching a power of 300 diameters, besides a solar and a micrometer eye-piece, and spectroscopic attachment. The department has a celestial globe, transit instrument, projection lantern and a large reference list of latest books, magazines and monographs.

1. DESCRIPTIVE.—Regular text book work, supplemented by lectures and investigation of special subjects. Course embraces a study of the facts and principles, the earth, moon, planets, comets, stars, nebulae, the structure of the heavens, and the various astronomical theories. Laboratory work, six hours per week. Notes of observations required besides the-

ses and star maps. Time, nine weeks, third quarter, daily.

2. **DESCRIPTIVE.**—The more theoretical and mathematical part of astronomy is presented. General research and papers on special subjects as history, theories, and use of instruments. Laboratory work, six hours per week. Notes of observations required beside papers. Time, nine weeks, fourth quarter, daily.

CHEMISTRY.

The chemistry department, located in the basement, is well equipped. The laboratory room for experimental work accommodates forty students working at one time. There are good chemical tables with drawers and lockers. General apparatus includes chemical charts, gas generators, gasometers, gas cylinders, analytical and general balances, spectroscope, projection lantern, drying ovens, water baths, endimeters, burettes, thermometers, besides complete stock of glassware, chemicals, and smaller pieces of apparatus. Each student is loaned the apparatus necessary for individual use. An excellent reference library, consisting of principal text books, journals and other publications relating to chemistry, is in an adjoining room. While in the courses given, the text books are used as guides, the instruction is in no case confined to what is in the book. Students are referred to standard publications bearing on their work. Further, the chief instruction in every course is that given in the laboratory.

1. **GENERAL INORGANIC CHEMISTRY.**— This course comprises a study of the most important chemical facts: First, the physical and chemical characteristics, the preparation and recognition of the principal elements and their compounds, the fundamental principles, processes, and definitions, and some of the modern chemical theories; second, the practical application of chemistry to every day life and to useful arts. Regular text book work supplemented by lectures and class demonstrations. Physics required as a basis. Laboratory work, four hours per week. Note book of experiments performed and chemical reactions is required, as also thesis and carefully written abstract of lectures. Time, eighteen weeks, first semester, daily.

2. **QUALITATIVE CHEMISTRY.**—Open to all who have had Course 1. It comprises a study of those reactions of the

elements and their compounds that are used in their detection. This is followed by the practical application of the knowledge thus gained to the analysis of unknown substances both in the solid form and in solution. Regular text book work in qualitative analysis and metallurgy, besides lectures and investigative work in chemical subjects. Laboratory work, four hours per week. Notes of experiments and reactions required besides theses. Time, eighteen weeks, second semester, daily.

3. **QUANTITATIVE CHEMISTRY.**—Comprises a large number of gravimetric and volumetric determinations, together with the study of the chemistry of the operations involved. Analysis of a number of unknowns. Laboratory work six hours per week. Recitations on work and processes involved, history of chemistry, and general theories. Notes of experiments and reactions required, besides theses. Time, eighteen weeks, first semester.

4. **ORGANIC CHEMISTRY.**—A study of carbon compounds and their derivatives. Regular text book work supplemented by lectures and investigative work. Laboratory work, six hours per week. Notes of experiments and reactions required besides theses. Time, eighteen weeks, second semester, daily.

5. **ADVANCED INORGANIC.**—Course embraces a more extended investigation of the elements, the laws, and the theories of chemistry than given in Course 1. "Ostwald's Principles of Chemistry" used as basis. Laboratory work, six hours per week. Notes of experiments required besides theses. Time, eighteen weeks, second semester, daily.

PHYSICS.

This department is well supplied with standard apparatus for class demonstration and for both qualitative and quantitative experimental work in dynamics, heat, light, sound, magnetism and electricity. Besides the general supplies, the apparatus includes a linear expansion apparatus, Atwood machine, impact apparatus, tensile strength apparatus, torsion apparatus, elasticity apparatus, torsion pendulum, inertia apparatus, analytical and Jolly balances, spherometer, cathetometer, mechanical powers, centrifugal force apparatus, air pump, hydrometers, calorimeters, barometers aneroid and Fortin, Boyle's law tube, vacuum gauge, thermomultiplier, air thermometer, reflecters, thermometers chemical and differ-

ential, maximum and minimum, sonometer, Knudt's apparatus, Chladni's apparatus, manometric flame apparatus with rotator, gratings, photometers, polariscope, voltmeters, ammeters, millivoltmeters, resistance boxes, standard cells, D'Arsonval galvanometer dynamo, induction coils, Wheatstone bridge, rheostats, transformer, earth inductor, spectroscope, spectrograph, wireless telegraphy outfit, X-ray outfit, Holtz machine. Many new pieces are being added as rapidly as possible. All the ordinary experiments given in a year's course of college physics can be performed. In the library are many standard books and articles relating to the subject.

1. MECHANICS.—Open to Sophomore Collegiates and those having had physics I, geometry, trigonometry and university algebra. Course embraces an extended investigation of laws and principles of mechanics, hydrostatics, and pneumatics. Laboratory work, six hours per week. Drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks, first quarter, daily.

2. HEAT.—Continuation of Physics I. Course embraces a discussion of laws and principles of expansion, calorimetry, fusion, vaporization, boiling, conduction and radiation, and thermodynamics. Laboratory work, six hours per week. Drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks, second quarter, daily.

3. SOUND AND LIGHT.—Continuation of Physics II. Course embraces a study of the principles, laws, and theories, forming the basis of acoustics and optics. Laboratory work, six hours per week. Drawings and notes of experiments required. Practical problems given. Time, nine weeks, third quarter, daily.

4. ELECTRICITY AND MAGNETISM.—Continuation of Physics III. Course embraces laws and principles underlying electrostatics, magnetism, and current electricity. Laboratory work, six hours per week. Drawings and notes of experiments required. Practical problems given. Time, nine weeks, fourth quarter, daily.

BIOLOGY.

The material equipment consists of a good supply of modern, Bausch & Lomb, compound microscopes, besides projection microscope, stereopticon, microtomes, paraffine baths and

other general apparatus. There is a large and complete supply of staining agents, mounting media, and apparatus necessary for biological and histological work. The student is enabled by taking advantage of the elective work to secure an extended course in zoology along the lines of Cytology, Embryology, Bacteriology, and Comparative Anatomy. For study along these lines, the department has Bausch & Lomb compound microscopes fitted with Abbe condensers, mechanical stages, microscope eyepieces, and oil immersion lenses, incubators, Arnold steam sterilizers, Bausch & Lomb automatic microtome, paraffine baths, and other general apparatus. There is a large and complete supply of staining agents, mounting media, and chemicals to make cultures. Many recent and valuable books are in the reference library.

(a) Zoology.

1. GENERAL BIOLOGY.—Open to Junior Collegiates who have had Zoology 1, Academic Course or its equivalent. Course embraces regular recitations and lectures, also a prescribed course in supplemental reading. Laboratory study embraces a study of cell, amoeba, bacteria, star fish, clam, earthworm, frog, both gross and microscopic. Drawings and notes required besides thesis. Time eighteen weeks, first semester.

2. CITOLOGY. A laboratory course, supplemented by recitation, lectures, and readings, which embraces a study of the cell with special reference to the maturation, fertilization, cleavage, and protoplasmic structure. Careful attention given to technique of the subject. Laboratory work six hours per week. Notes and drawings required. Time, eighteen weeks. First semester, daily.

3. EMBRYOLOGY.—Recitation, lectures, and readings on development of frog, chicken, and human embryos. Laboratory course embraces a study of development of chicken and a study of embryos in the collections. Laboratory work six hours per week. Notes and drawings required, besides thesis. Time, eighteen weeks. First semester, daily.

4. BACTERIOLOGY.—A study of the typical forms of non-pathogenic and pathogenic bacteria. Course embraces a study of culture processes, sterilization, and other technical methods besides determinative work. Laboratory work six hours per week. Notes and descriptions of experiments required besides

drawings. Time, eighteen weeks. Second semester, daily.

5. **COMPARATIVE ANATOMY.**—The course embraces a minute study of structure and arrangements of organs and tissues. Recitations, lectures and research work. Laboratory six hours per week. Drawings and mounts required. Throughout the year, daily.

(b) Botany.

1. **GENERAL BIOLOGY.**—Continuation of Zoology 1, College Course, and is open to Junior Collegiates who have had Botany 1, Academic course. The study of Cryptogams is taken up in detail and some time spent on phanerogams. Recitations, lectures, and supplemental reading given. Time, eighteen weeks. Second semester.

PHYSIOLOGY.

The Physiology department is thoroughly equipped with approved modern apparatus for demonstration and experimental work. The apparatus consists of stereopticon with microscope and opaque projections, microscopes, charts, manikin, skeleton, microtome, staining and mounting media, and a large collection of slides. Besides the apparatus, the department possesses a library which contains the latest reference books and other literature pertaining to the subject.

Courses.

1. **COLLEGE PHYSIOLOGY.**—Open to Senior Normals and Freshman Collegiate students. Requirements Physiology 1 of Academic or its equivalent. Lectures and demonstrations given. Students should have completed at least one course in chemistry and zoology in order to better understand the explanations and the text book. The course embraces a study of the tissues, the skeleton, the digestive and circulatory apparatuses, the muscular, nervous, and other systems, besides the laws and principles underlying the processes of the human body. Laboratory work, which includes mounting, microscopic study, and drawings of the principal tissues of the body, a study of the human skeleton, and dissection work, four hours per week. Notes, drawings, and theses required. Recitations three times per week. Time, eighteen weeks. First semester.

2. **HISTOLOGY.**—This course embraces preparing, fixing, embedding, sectioning and staining of tissues and all micro-

scopic and histological technique. A careful study is made of the elementary tissues and structure of the organs of animals. It is a laboratory course combined with recitations, lectures, and reading. Notes, drawings, and theses required. Time, eighteen weeks, second semester, daily.

GEOLOGY.

This department has a collection of about one thousand specimens of minerals and rocks, a large collection of fossils, a fine collection of corals and seashells, besides a department library of latest books. McPherson county is located in quite interesting and extensive geological formations, as the equus beds, Permian group, and Dakota formation. County is rich in fossils. College is equipped for doing determinative work in minerology.

Courses.

1. **GEOLOGY.**—Course embraces a study of crystallography, and a study of the common minerals and rocks so that the student may identify them. An elementary knowledge of paleontology is obtained by study of fossils in the collection. Regular text book work embraces a study of physiographical, dynamical and historical geology. Lectures given. Trips to the most important geological formations are taken. A collection of forty rocks and minerals required. Theses required, besides notes of lectures. Time, eighteen weeks, second semester, daily.

2. **MINEROLOGY.**—A course offered to those who have had courses in general chemistry and physics. The properties, methods of investigation, and uses of minerals and rocks, a study of crystallography, and the determination of about forty rocks, are included in the course. Laboratory work, four hours per week. Time, eighteen weeks, daily, by appointment.

POLITICAL ECONOMY, POLITICAL SCIENCE AND SOCIOLOGY

1. **ECONOMICS.**—This course is introductory, and acquaints the student in a general way with the terms, problems and schools of economy. Five hours. Lectures, text and reference, Walker, Blackmar and Hadley. First semester, Normals and Freshmen.

2. **THE STATE.**—The origin, nature, function and powers

of the state will be investigated. Five hours, second half of first semester. Wilson's "The State" will be the basis, with lectures and reference reading. Juniors.

3. INTERNATIONAL LAW.—Woolsey is made the basis for this course. First half of first semester. Juniors.

4. SOCIOLOGY.—A general introduction to sociology. "Small and Vincent" is made the basis, supplemented by lectures. Special reference reading and theses. Five hours, second semester. Seniors.

PHILOSOPHY

1. ELEMENTARY PSYCHOLOGY.—A preparatory and normal course. The simple facts and truths of the human mind and its development taught in a practical way. Very helpful to teachers. Text, lectures, reference reading and laboratory work. Five hours, second semester. Academy and Normals.

2. PSYCHOLOGY.—A course in which Dewey, James, Angell, etc., are made the basis, supplemented by lectures, laboratory work and theses. Five hours, first semester. Juniors.

3. HISTORY OF PHILOSOPHY.—A course in the history of philosophical systems with lectures and discussions as to their values. Text and lectures. Five hours, second semester. Juniors.

4. METAPHYSICS.—A study in the theory of thought and knowledge, and of modern philosophy in which an attempt is made to discover the principles which underly the problems in question, and to find, if possible, a conception of being in which the mind can rest. It is a critical study throughout. "Bowne's Theory of Thought and Knowledge" and "Metaphysics" are used as texts, supplemented by lectures, reference readings and thesis. Five hours, first semester. Seniors.

5. ETHICS.—The science of human duty. A study of the principles that underly moral obligations, and of the nature of these obligations. Text book, lectures, thesis. Five hours, second semester. Seniors.

6. CHRISTIAN THEISM.—A study of the nature and conditions of the Theistic Proof, and of the philosophical basis of the conception of the Christian God. Five hours. Lectures, text, discussions. First semester. Seniors.

7. PHILOSOPHY OF EDUCATION.—(See Normal.)

A College Course a Study in Philosophy.

It is the purpose of a Collegiate course to give the student a proper foundation for his philosophy of life. In order that he may be given a true conception of reality it is necessary to put him into touch with those great thinkers who have thought so much of truth. It is especially the mission of the Christian College to show in its true significance the influence of Christ's teachings in the evolution of modern society. The outcome of such a Collegiate Course is not simply a degree to be attached to one's name, nor yet a state of culture, but a true conception of life and a character in harmony therewith.

THE TABULATED COURSES.

Notes on Electives and Substitutions.

(See following tables)

1. In the Freshman year of the Scientific course Political Economy and advanced work in Chemistry may be substituted for French.

2. Students desiring more work in science may elect Bacteriology, Embryology, Cytology and Comparative Anatomy.

3. Candidates for the B. A. degree without Mathematics must have at least four years of Latin.

4. Candidates for the B. S. degree without Latin must elect an extra year of Mathematics.

5. Candidates for the State Certificate must elect a year's work in the professional pedagogical subjects.

6. Students interested in Biblical and Theological subjects may choose their electives from the Collegiate Bible course.

The Tabulated Courses.

FRESHMAN YEAR.

FIRST SEMESTER.		SECOND SEMESTER.	
	CLASSICAL.		SCIENTIFIC.
First Quarter.	Anabasis Chemistry De Amicitia Rhetoric		University Algebra Chemistry French* Rhetoric
Second Quarter.	Anabasis Chemistry Livy Rhetoric		University Algebra Chemistry French Rhetoric
Third Quarter.	Homer's Iliad Adv. Chemistry Livy Poets of America		Trigonometry Advanced Chemistry French Poets of America
Fourth Quarter.	Homer's Iliad Adv. Chemistry Horace (Odes) Poets of America		Trigonometry and Surveying Advanced Chemistry French Poets of America

*See notes on page 29.

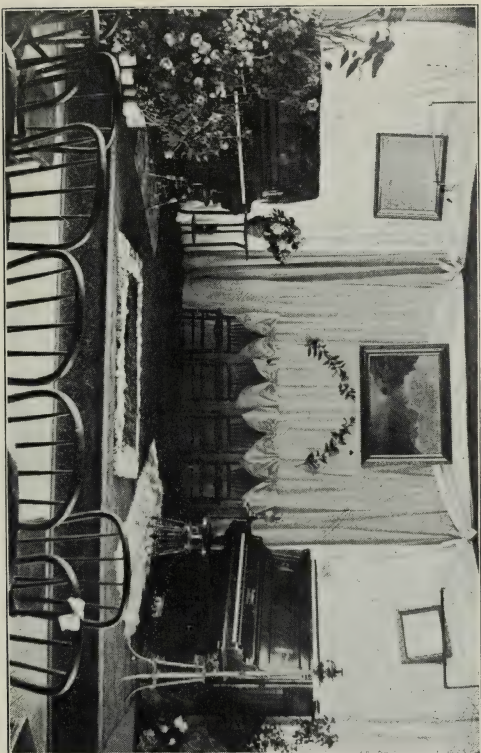
SOPHOMORE YEAR.

		CLASSICAL.	SCIENTIFIC.
FIRST SEMESTER.	First Quarter.	Memorabilia Advanced Physiology Tacitus Victorian Literature	Biology Advanced Physiology History of Education Victorian Literature
	Second Quarter.	Plato (Apology) Advanced Physiology Horace Victorian Literature	Biology Advanced Physiology History of Education Victorian Literature
SECOND SEMESTER.	Third Quarter.	Sophocles Astronomy Latin Poets English History	Biology Astronomy Philosophy of Education English History
	Fourth Quarter.	Demosthenes De Corona Astronomy Juvenal French History	Biology Astronomy Philosophy of Education French History

JUNIOR YEAR.

FIRST SEMESTER.		CLASSICAL.	SCIENTIFIC.
First Quarter.	History of Education International Law Psychology Elective*	Elective* International Law Psychology 18th Century Literature	
Second Quarter	History of Education The State Psychology Elective	Elective The State Psychology Milton	
Third Quarter.	Philosophy of Education History of Philosophy Geology Elective	Elective History of Philosophy Geology Shakespeare	
Fourth Quarter.	Philosophy of Education History of Philosophy Geology Elective	Elective History of Philosophy Geology Shakespeare	
SECOND SEMESTER.			

*See notes on page 29.



VIEW OF ROSTRUM, COLLEGE CHAPEL.

SENIOR YEAR.

FIRST SEMESTER.		SECOND SEMESTER.	
	CLASSICAL.		SCIENTIFIC.
First Quarter.	Metaphysics Christian Theism Biblical Literature Elective*	Metaphysics Christian Theism Biblical Literature Anglo-Saxon	Metaphysics Christian Theism Biblical Literature Anglo-Saxon
Second Quarter.	Metaphysics Christian Theism Biblical Literature Elective	Metaphysics Christian Theism Biblical Literature Anglo-Saxon	Metaphysics Christian Theism Biblical Literature Anglo-Saxon
Third Quarter.	Sociology Ethics History of Language Elective	Sociology Ethics History of Language Anglo-Saxon	Sociology Ethics History of Language Anglo-Saxon
Fourth Quarter.	Sociology Ethics History of Civilization Elective	Sociology Ethics History of Civilization Anglo-Saxon	Sociology Ethics History of Civilization Anglo-Saxon

*See notes on page 29.

PRE-MEDICAL AND PRE-ENGINEERING COURSES.

AIM—Most of the young people who attend our special institutions to learn a profession are not prepared to do the best they could do. They come from our high schools or common schools thinking that to become a physician or surgeon, civil, mechanical, or electrical engineer does not require the extended technical work which is necessary for success in such work. Over one-half fail in reaching the desired goal, and about one-half of the remainder just manage to get through and are crippled for rapid advancement because of the lack of thorough preparation. Our course aims to furnish just that element, the good strong foundation for future work in the great technical schools and thus secure to each student the success which he covets.

NEW DEPARTMENT—McPherson College is abreast of the times. We recognize that it takes technical education to prepare the young man or the young woman for success in this day of specialization. In order to meet this growing demand, the College offers two special courses, the Pre-Medical and the Pre-Engineering. The young man can not afford to miss the great opportunities of the age. It is a day of great achievements in trades, sciences, and professions. Innumerable positions are opening every day to those prepared to do the work. These courses offered by McPherson College help to open the door to success. Come and prepare.

Deficiencies and Units of Admission to State University Engineering Department.

The candidate may be admitted to the Freshman class although deficient in some of the requirements as laid down below, provided such deficiency does not exceed three units, and that not more than one unit be in any one required subject.

Applicants for admission are advised to come without deficiencies, and to be especially well prepared in algebra and geometry.

An entrance unit represents five periods a week, of not less than forty minutes each, for thirty-five weeks. A unit in the School of Engineering represents five periods a week for a half-year. In making up deficiencies in University classes, one School of Engineering unit is counted as equivalent to one entrance unit.

Subjects for Admission.

Fifteen units are required for admission, apportioned as follows:

REQUIRED—Mathematics 1, 2, 3, algebra and plane and solid geometry, three units; English 1, 2, 3, three units; Physics, one unit; Free-hand drawing, one unit; Foreign language (may be French or German or Latin; 3 units of one, or 2 units of any one and 1 unit of any other,) three units; a total of 11 units required.

OPTIONAL—Latin 1, 2, 3, three units; German 1, 2, 3, three units; French 1, 2, 3, three units; Greek and Roman History, one unit; English History, one unit; American History, one unit; Chemistry, one unit; Higher Algebra and Plane Trigonometry, one unit; Botany, one unit; Zoology, one unit; Economics, one unit; Manual training, one unit; Physical Geography, one unit; a total of four units optional.

Four units must be chosen from the optional list.

Admission to Advanced Studies of State University.

For any advanced rank, the applicant must have completed all of the studies of the course below the rank for which he applies, including the entrance requirements, or their substantial equivalent.

McPherson College in its scientific work is fully prepared to meet the above requirements to admission and to give credits to students for advanced work. More personal work can be given here than in the larger institutions because our classes are smaller. The standard is just as high and just as careful and precise work is required of the student as in the State University.

Requirements for Admission to Kansas State University Medical College.

When the Medical School was first established, it was considered that the subjects required for entrance to the College of Liberal Arts was sufficient for entrance to the Medical School. This standard has been maintained until the present, but the class entering September, 1907, will be the last accepted by the University of Kansas on a total of fifteen high-school units. The following year, the Freshman year of college work will be required, and after that the Freshman and Sopho-

more years. This is in accordance with the practice of the best schools of the United States. Even with the requirements placed so high, the student of medicine will need practically all of his time for study, and if he must make a portion of his expenses while in school, unless he has unusual ability, more than four years will be required to finish the course.

STUDIES RECOMMENDED IN THE HIGH SCHOOL.

In the high school, the student who wishes to take the medical course is recommended to get three years of Latin, a course in beginning chemistry, and algebra, geometry and trigonometry. For the other requirements he should consult the general catalogue of the University.

STUDIES RECOMMENDED IN THE COLLEGE.

In his first year, first term, he should take beginning chemistry, if he has not had it in the high school, or a more advanced course, if he has had this, preferably qualitative analysis. He should also take physics and German, French, or English. In the second term he should continue these subjects. In order to obtain a reading knowledge of German, about twenty hours of work are required, which necessitates the study of German throughout the first two years. A single year spent on German is practically wasted. In order to obtain a reading knowledge of French about ten hours are necessary for the average student, but efficiency is greatly increased if fifteen hours are taken.

During the second year organic chemistry should be studied; German and French, the latter, possibly, only the first term. Comparative anatomy or a course in general biology or zoology, with laboratory work, should be pursued throughout the year. McPherson College is fully prepared to meet the above requirements to the State University. (See courses.)

SPECIAL COURSE PREPARATORY TO PRE-MEDICAL AND PRE-ENGINEERING COURSES.

FIRST SEMESTER.		FIRST YEAR	SECOND YEAR.	THIRD YEAR.
FIRST SEMESTER.	First Quarter.	Algebra Elocution Rhetoric German	Geometry General History German Kansas History Penmanship	American Literature German Physics Zoology
	Second Quarter.	Algebra Elocution Rhetoric German	Geometry General History German Civil Government Penmanship	American Literature German Physics Zoology
SECOND SEMESTER.	Third Quarter.	Algebra Descriptive Geography Higher Grammar German	Geometry Botany German U. S. History Penmanship	English Literature German Physical Geography Psychology
	Fourth Quarter.	Algebra Descriptive Geography Higher Grammar German	Geometry Botany German U. S. History Penmanship	English Literature German Physical Geography Psychology

PRE-MEDICAL COURSE.

FIRST SEMESTER.		FRESHMAN YEAR.	SOPHOMORE YEAR.
First Quarter.	Advanced Physiology General Chemistry Rhetoric	Mechanics Quantitative Chemistry Biology	
Second Quarter.	Advanced Physiology General Chemistry Rhetoric	Sound Quantitative Chemistry Biology	
Third Quarter.	Histology Qualitative Chemistry American Poets	Light Organic Chemistry Biology	
Fourth Quarter	Histology Qualitative Chemistry American Poets	Electrics Organic Chemistry Biology	
SECOND SEMESTER.			

PRE-ENGINEERING COURSE.

FIRST SEMESTER.		SECOND SEMESTER.	
	FRESHMAN YEAR.		SOPHOMORE YEAR.
First Quarter.	University Algebra General Chemistry Rhetoric		Mechanics Quantitative Chemistry Advanced Psychology
Second Quarter.	University Algebra General Chemistry Rhetoric		Sound Quantitative Chemistry Advanced Psychology
Third Quarter.	Trigonometry Qualitative Chemistry American Poets		Light Organic Chemistry Geology
Fourth Quarter.	Trigonometry Qualitative Chemistry American Poets		Electrics Organic Chemistry Geology

THE ACADEMY

NATURE AND PURPOSE

SUBJECTS OF INSTRUCTION

THE TABULATED COURSES

PURPOSE.

The academic courses are intended to prepare students for the corresponding courses in the college. For those who are unable to pursue their education further, these courses will serve as the best preparation for practical life.

Students may be admitted to the first year of the academy on completion of the eighth grade or on presentation of a second grade teacher's certificate.

The courses are three years in length, but to accommodate students who may not be prepared for the first year's work, a sub-academic year is also provided.

Description of Subjects of Instruction.

ENGLISH.

The courses in the Academic English are the same as those in the Normal English excepting that Course 1 is omitted. See the description of these courses under Normal Department. Courses 4 and 5 must include the reading and study of the classics outlined by the committee on college entrance requirements.

GERMAN.

1. GERMAN, Beginning.—A course in the study of the Grammar together with sight reading and translation and the writing of German script. First semester.

2. Glueck Auf, Carruth's German Reader, conversation and the grammar continued. Second semester.

3. Der Neffe als Onkle, Die Jungfrau von Orleans, Wilhelm Tell, and Herman und Dorothea. All year.

4. Nathan der Weise, Goethe's Faust Parts I and II, and study of grammar. All year.

LATIN.

FIRST YEAR.—Collar & Daniell's First Year Latin; first, second and third quarters. Twenty pages of Caesar, with prose, composition work and careful training in the use of the Grammar; fourth quarter. The aim of this year's work is a thorough knowledge of the paradigms, the acquisition of a vocabulary, and practice in reading.

SECOND YEAR.—Caesar continued until four books or

their equivalent are finished, with at least one period a week in prose composition; systematic drill on constructions and vocabulary of Caesar; Grammar continued; and the history he narrates; first, second and third quarters. Cicero, first three orations against Cataline, with the equivalent of one period a week in prose work; study of Cicero's style and diction, and historical background; syntactical drill; fourth quarter.

THIRD YEAR.—Cicero continued; fourth oration against Cataline, the one for the poet Archias, and the one concerning the Manilian law; prose work; first quarter. Virgil's Aeneid, six books; practice in metrical reading; prosody; study of the mythology and literary merit; syntactical drill and composition; second and third quarters. Cicero's De Senectute; philosophy of the time; syntactical drill; review of the grammar; fourth quarter.

GREEK.

In our classical course three years of work in Greek are offered, one year of which must be taken in the third year of the Academy course. This first year's work is given to the mastery of the grammatical principles of the language, the acquisition of a vocabulary, and practice in easy historical reading.

MATHEMATICS.

Of the work in mathematics, two things are especially urged: first, that it shall develop in the student a certain degree of mathematical maturity and that it shall make him familiar with the subject matter and methods; second, that it shall furnish him with certain facts, an accurate knowledge of which is indispensable to advancement. Most students fail in work because they are poorly equipped. They can not perform the ordinary operations of Arithmetic or Algebra either rapidly or accurately. Then, when students enter higher work, they have to spend much of their time in studying those things with which they ought to be familiar, instead of spending their time and energy on the new work. Therefore the students, who enter mathematics, must be careful and not begin too far along and thus be handicapped, and not keep the pace which is set by those properly prepared. It is

not sufficient that a student should once have known his mathematical facts, he must know them at the time he begins work. The object of the course in mathematics is twofold: first, to train the mind to habits of logical and independent thought; second, to give to the mind an increase of power.

The work is conducted mainly by recitations from text books. Practical use of mathematics, as well as cultural value is kept in view. Precision, clearness, and neatness are insisted upon. Recitation work will involve a test of the student's ingenuity and of their preparation by original exercises.

1. HIGH SCHOOL ALGEBRA.—In the study of mathematics, future efficient work must be based on thoroughness in Algebra; therefore students should make careful preparation before attempting subsequent work. In almost all cases where students in physics, and advanced mathematics have great difficulty, it has been due to defects in a knowledge of Algebra. Algebra is the corner stone of analytical reasoning, hence comprehension and facility in this study leads to rapid advancement and an understanding and appreciation of higher mathematics.

Course embraces review of fundamental operations, factoring, determination of the least common multiple and the highest common factor, fractions, literal and numerical equations of the first degree with one or several unknown quantities, graph of linear equations, powers and roots, theory of exponents including positive and negative exponents, both fractional and negative. Much supplemental work given. One-half of problems required. Time, eighteen weeks. First semester, daily.

2. HIGH SCHOOL ALGEBRA.— Continuation of Mathematics one. Course embraces radical quantities, quadratics both numerical and literal with one or two unknown quantities, graphs of quadratics, ratio and proportion, progressions both arithmetical and geometrical with applications, indeterminates and inequalities, variation, fundamental principles and operations of logarithms using a four place table, binomial theorem any exponent, and some elemental work in indeterminate coefficients, series, and supplemental work given. One-half problems required. Time, eighteen weeks. Second semester, daily.

3. PLANE GEOMETRY.— The prominent aims of geometry are to develop logical reasoning power, clear conception and accurate language, for securing which, this study is unsurpassed. Theoretical demonstrations, construction work, and original exercises given. The usual theorems and constructions which include the general properties of plane rectilinear figures, the circle, the measurement of angles, similar and regular polygons, areas, measurements of circle, loci, symmetry, variables and limits, maxima and minima, and numerical properties of lines and figures. All the original exercises required besides the principles, definitions, axioms, and corollaries. Time, eighteen weeks, First semester, daily.

4. SOLID GEOMETRY.— The usual theorems and constructions, including the relations of planes and lines in space, the principles of dehdral and polyhedral angles, the properties and measurements of prisms, pyramids, cylinders, cones, spheres, and sperical triangles, the elements of conic sections. Solution of original exercises required. Time, eighteen weeks. Second semester, daily.

SCIENCE.

The aim of this department is to bring the student into direct contact with nature and its truths and hence while there are regular recitations and lectures to give broad and general views, there is a large amount of laboratory work in which facts are learned first hand, and the methods and manipulations necessary to secure the facts are practised by the student individually. It is believed and experience has shown that the student acquires an intellectual independence and power to acquire knowledge direct from nature by this personal work rather than the use of text books and lectures alone. The observation power and the judgment is exercised and developed by such a process.

(a) Physical Sciences.

Besides the apparatus mentioned under physics in the description in the college department, this department has all the smaller apparatus necessary to perform all experiments in any text in beginning physics. Apparatus; such as simple balances, meter sticks, calipers, pendulums, mechanical powers, simple photometers, lenses, prisms, organ pipes, tuning

forks, resonators, color disks, conduction apparatus, connection apparatus, thermometers, magnets, and in fact, all the numerous simple pieces which are used in a qualitative study of the fundamental laws underlying physical phenomena, are in the laboratory. The library contains many standard books and articles relating to the subject. In geography there is a set of wall maps, an excellent mounted set of relief maps, and a fine tellurian. The large collection of rocks and minerals and fossils are accessible for class use.

Courses.

1. **DESCRIPTIVE GEOGRAPHY.**—Course embraces a study of the physical phenomena connected with the earth, a study of the peoples, forms of government, and the natural and political divisions of earth. Regular text book work with reference work. Time, eighteen weeks. Second semester, daily.

2. **PHYSICAL GEOGRAPHY.**—The course lays a foundation for later geological study and calls attention to the forces now affecting the earth's crust. Quite a comprehensive study is given to the solar system and the earth is considered as a celestial body, also the erosion and disintegration of the earth's surface, the formation of soils, and the relation of the physical features of the earth to man. Lectures, recitations, and laboratory work. Spring semester.

3. **ELEMENTARY PHYSICS.**—This course is designed to acquaint the student with the more important phenomena and with the principles involved in their explanation. The elements of mechanics, statics, kinematics, heat, sound, light, magnetism, and electricity are taught. Regular text book work supplemented by lectures. Students are required to keep drawings and notes of experiments, and to work out the problems embracing the principles. Laboratory work four hours per week. Recitations daily. Time, eighteen weeks. First semester.

(b) Biological.

There is a large collection of stuffed animals, and a fine collection of preserved material for illustration, several hundred slides, drawings of all type animals, tables, pans, and complete supply for laboratory work. There has recently

been added quite a collection of Lepidoptera, besides a general collection of insects for class work in classification. In Botany there is a large herbarium, slides, and other necessary things for efficient laboratory work. There is a large number of recent and valuable books in the library for reference work. McPherson county is rich in flora and fauna since in it are four or five geologic formations. The basin area is especially rich in protozoa, while two rivers, and several running streams, and many springs are rich in cryptogams and lower animal forms.

1. **ELEMENTARY PHYSIOLOGY.**— Course designed to give general principles of physiology and hygiene, and to prepare students for advanced work. Regular text book supplemented by illustrations, dissections, and lectures. Time, eighteen weeks. First semester, daily.

2. **ELEMENTARY BOTANY.**— This course embraces a study of plant relations and structures, plant morphology, and economic Botany. Regular recitations supplemented by lectures. Laboratory work four hours per week. Drawings and notes of experimental work required, besides a collection of classified plants. Time, eighteen weeks. Spring semester, daily.

3. **ELEMENTARY ZOOLOGY.**— The instruction includes regular text book work and lectures on various subjects, embracing systematic zoology, morphology, embryology, and economic, and historical zoology. Laboratory work embraces an examination and dissection of the rabbit, bird, snake, frog, fish, crayfish, clam, earthworm, grasshopper, starfish, hydra, and amoeba. Notes of lectures, drawings of dissections, and collection of insects required. Particular attention is paid to external form and to digestive, nervous, circulatory, respiratory, renal, and reproductive systems in the laboratory work. Time, eighteen weeks. First semester, daily.

The Tabulated Courses.
SUB-ACADEMIC YEAR.

FIRST SEMESTER.		SECOND SEMESTER.	
First Quarter	Arithmetic U. S. History Penmanship Grammar Spelling		
Second Quarter	Arithmetic U. S. History Penmanship Grammar Spelling		
Third Quarter	Primary Algebra Descriptive Geography Penmanship Spelling Physiology		
Fourth Quarter	Primary Algebra Descriptive Geography Penmanship Spelling Physiology		

FIRST YEAR ACADEMIC.

FIRST SEMESTER.		CLASSICAL.	SCIENTIFIC.
First Quarter.		Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric Latin or German
Second Quarter		Algebra Elocution Rhetoric Latin	Algebra Elocution Rhetoric Latin or German
Third Quarter		Algebra Descriptive Geography Higher Grammar Latin	Algebra Descriptive Geography Higher Grammar Latin or German
Fourth Quarter		Algebra Descriptive Geography Higher Grammar Latin	Algebra Descriptive Geography Higher Grammar Latin or German

SECOND SEMESTER.

FIRST SEMESTER.

SECOND YEAR ACADEMIC.

		SCIENTIFIC.	
FIRST SEMESTER.	First Quarter.	Geometry General History Latin or German Kansas History Penmanship	Geometry General History Latin or German Civil Government Penmanship
	Second Quarter.	Geometry General History Caesar Physics Penmanship	Geometry Botany Latin or German U. S. History Penmanship
	Third Quarter.	Geometry Botany Caesar U. S. History Penmanship	Geometry Botany Latin or German U. S. History Penmanship
	Fourth Quarter.	Geometry Botany Cicero U. S. History Penmanship	Geometry Botany Latin or German U. S. History Penmanship
SECOND SEMESTER.			

THIRD YEAR ACADEMIC.

FIRST SEMESTER.		CLASSICAL.	SCIENTIFIC.
First Quarter		American Literature Cicero Greek Zoology	American Literature Latin or German Physics Zoology
Second Quarter		American Literature Virgil Greek Zoology	American Literature Latin or German Physics Zoology
Third Quarter.		English Literature Virgil Greek Psychology	English Literature Latin or German Physical Geography Psychology
Fourth Quarter.		English Literature De Senectute Greek Psychology	English Literature Latin or German Physical Geography Psychology
SECOND SEMESTER.			

Notes on Academic Courses. 1. To be admitted from the Academy to the collegiate department, the candidate must have three years of one foreign language, either Latin or German. 2. Students intending to take either the Pre-Medical or the Pre-Engineering course should elect German. See the complete schedule of these courses.

THE DEPARTMENT OF EDUCATION

NATURE AND SCOPE

SUBJECTS OF INSTRUCTION

THE TABULATED COURSE

Nature and Scope.

The department of education is designed for those preparing to teach and also to acquaint those who do not teach with the general field of education. This leads to the degree Bachelor of Scientific Didactics. This course affords every opportunity to teachers to qualify themselves thoroughly for the highest success in their noble calling. To make teaching not a trade, but a profession, a high calling. We aim to meet competition not by cheapening our goods, but by offering superior advantages to all.

The First Three Years' Work has been arranged parallel, as far as possible, with the Academic course, so that any one who has finished an academy course of equal scope and thoroughness can take up the distinctively professional work and so complete the course the more readily.

ENTRANCE REQUIREMENTS.—Students may be admitted to the first year of the Normal course on completion of the eighth grade work when standing is first class, or on the presentation of a second grade teacher's certificate. Students not holding a high grade diploma will need to do the sub-academic or sub-normal work or pass a satisfactory entrance examination with the instructor. Special emphasis is placed not only upon a thorough knowledge of all the common branches but also upon the ability to teach these successfully by the best and latest methods. Entrance will in all cases be subject to the discretion of the head of the department. Students holding third grade certificates are not admitted unconditionally. Their standing will be determined in accordance with the grades recorded. Efficiency will always be the criterion for entrance.

STATE CERTIFICATE.—The Normal course as tabulated is approved by the State Board of Education, and graduates who pass a final examination in the following branches: History of Education, Philosophy of Education, School Laws, Methods of Teaching and School Management, receive a certificate valid in any public schools of the state for three years. After teaching successfully at least two years of these three, a life-certificate is issued, superseding all other certificates and examinations.

EDUCATION LIBRARY.—There are between two and three hundred books of pedagogy on the professional branches.

These are up to date books. The texts used in class are the latest editions of the strongest writers. The library method is used largely in the teaching of the professional branches. Special pains are taken to have the student here get an appreciation, and the significance of the whole movement of education, and to get, further, the value of the education as a study in itself. All the best education magazines are accessible to the student.

THE MODEL SCHOOL.—Those having twenty weeks' teaching experience in the Model School will be granted a three years' certificate by the State Board of Education, without taking under the Board, the examinations on the Professional branches. By taking the examinations within the three years and having taught successfully during two of the three years, a life certificate may be gotten. The Model School is not a mere practice school or experiment station as is often supposed. It is under the direction of a competently trained lady instructor, who is also an experienced teacher. Both kindergarten and grade work are thoroughly, neatly and systematically carried out.

OBJECT OF THE COURSE.—It is the object of the department first of all to equip MEN and WOMEN for teaching as a calling. It is also the purpose to give students such a working basis that they can deal not only with present conditions, but with changing and changed conditions. It is our business to give life at its best rather than mere information, believing this education must be dynamic, not static.

Description of Subjects of Instruction.

THE PROFESSIONAL BRANCHES.

The Normal course includes about three years of work in general preparation, and then a little more than a year of work more particularly on the professional side. Ten weeks are spent on Child Study. Kirkpatrick, King, Sully, Baldwin, Tanner, Stanley, Hall are used as a basis. Twenty weeks on psychology furnishes a working basis for teachers. Angell, Halleck, James, are texts used. Much of this work is outlined by the instructor. The History of Education covers both the ancient and modern times. Twenty weeks of special emphasis is put upon Greece and Rome, and also the National School System of France, Germany, England and the United

States. Texts used are Painter, Monroe, Davidson, Dexter and many of the references found in Olin's outline.

Eighteen weeks are given to the Philosophy of Education, the main business of which is to interpret educational doctrines and point out their relation to one another. Horne, Rosenkranz, Spencer's Education, Frobel's Education of Man, are texts. Methods, Management, School Law, each are given ten weeks. Roark, Dutton, White, Spencer, Chancellor, Thorndyke, and all the good education magazines such as School Review, Educational Review, Education, Journal of Pedagogy, Pedagogical Seminary, are used. In School Law the state text is used as the main guide.

ENGLISH.

The work in Normal English includes Word Analysis, Grammar, Composition, the foundation principles of Rhetoric, and a survey of the History of both English and American Literature. Our course in Grammar is unusually thorough and practical. The object in studying grammar is threefold; to afford mental discipline, to help in unlocking the meaning of sentences, and to aid in acquiring a correct use of our language.

1. WORD ANALYSIS.—A thorough study of the formation of words in the English Language.

2. ENGLISH LANGUAGE.—A study of the principles of composition, with written exercises. First semester.

3. ENGLISH GRAMMAR.—A thorough study of the Grammar of the English Language. Second semester.

4. AMERICAN LITERATURE.—A study of the history of American Literature with a study of at least one production from each representative writer. Must be preceded by courses 2 and 3. First semester.

5. ENGLISH LITERATURE.—A study of the History of English Literature with a study of at least one production from each representative writer. Preceded by courses 2 and 3. Second semester.

LATIN.

The Normal Course includes two years of Latin as follows:

FIRST YEAR.—Collar & Daniell's First Year Latin; first, second and third quarters. Twenty pages of Caesar,

with prose composition work and careful training in the use of the Grammar; fourth quarter. The aim of this year's work is a thorough knowledge of the paradigms, the acquisition of a vocabulary, and practice in reading.

SECOND YEAR.— Caesar continued until four books or their equivalent are finished, with at least one period a week in prose composition; systematic drill on constructions and vocabulary of Caesar; grammar continued; and the history he narrates; first, second and third quarters. Cicero, first three orations against Cataline, with the equivalent of one period a week in prose work; study of Cicero's style and diction, and historical background; syntactical drill; fourth quarter.

MATHEMATICS.

1. ADVANCED ARITHMETIC.—This course open to all graduates of common schools and others who have the elementary arithmetic. A student should have the elementary algebra as a basis, for algebraic principles are used in the solution of many problems, and are presented. A general review of fundamental operations, least common multiple and greatest common divisor, fractions and compound numbers is given first. The important subjects are then thoroughly presented; percentage and its applications, involution, evolution, mensuration, and progressions. Time, eighteen weeks. Second semester, daily.

2. TEACHERS' ARITHMETIC. — A general review of all the rules and principles is given to prepare students for examinations to secure county certificates. Many problems are worked and principles are fully explained. Time, nine weeks; fourth quarter, daily.

3. HIGH SCHOOL ALGEBRA.— Same as outlined under the Academic department course 1.

4. HIGH SCHOOL ALGEBRA.—Same as outlined under the Academic department course 2.

5. PLANE GEOMETRY.—Same as outlined under the Academic department course 3.

6. SOLID GEOMETRY.— Same as outlined under the Academic department course 4.

PHYSICAL SCIENCE.

1. **DESCRIPTIVE GEOGRAPHY.**—Same as outlined under the Academic department course 1.
2. **PHYSICAL GEOGRAPHY.**—Same as outlined under the Academic department course 2.
3. **PHYSICS.**—Same as outlined under the Academic department course 3.
4. **GENERAL INORGANIC CHEMISTRY.**—Same as outlined in College department course 1.
5. **GEOLOGY.**— Same as outlined in College department course 1.

BIOLOGICAL SCIENCES.

1. **BOTANY.**—Same as outlined under Academic department course 1.
2. **ZOOLOGY.**—Same as outlined under Academic department course 2.
3. **PHYSIOLOGY.**—Same as outlined under College department course 1.

The Normal Course Tabulated.**SUB-NORMAL YEAR.**

SECOND SEMESTER.	FIRST SEMESTER.	First Quarter.	Arithmetic U. S. History Penmanship Grammar Spelling
		Second Quarter.	Arithmetic U. S. History Penmanship Grammar Spelling
		Third Quarter.	Primary Algebra Descriptive Geography Penmanship Spelling Physiology
		Fourth Quarter.	Primary Algebra Descriptive Geography Penmanship Spelling Physiology

THE NORMAL COURSE.

FIRST SEMESTER.		FIRST YEAR.	SECOND YEAR.
First Quarter.	Algebra Elocution Rhetoric Latin	Geometry General History Caesar Kansas History Penmanship	
Second Quarter.	Algebra Elocution Rhetoric Latin	Geometry General History Caesar Civil Government Penmanship	
Third Quarter.	Algebra Descriptive Geography Higher Grammar Latin	Geometry Botany Caesar U. S. History Penmanship	
Fourth Quarter.	Algebra Descriptive Geography Higher Grammar Latin	Geometry Botany Cicero U. S. History Penmanship	
SECOND SEMESTER.			

THE NORMAL COURSE.

FIRST SEMESTER.		THIRD YEAR.	FOURTH YEAR.
First Quarter.	American Literature. Political Economy Physics Zoology	Advanced Physiology General Chemistry History of Education School Law	
Second Quarter.	American Literature Political Economy Physics Zoology	Advanced Physiology General Chemistry History of Education Management	
Third Quarter.	English Literature Higher Arithmetic Physical Geography Psychology	Geology Book-Keeping Philosophy of Education Child Study	
Fourth Quarter.	English Literature Higher Arithmetic Physical Geography Psychology	Geology Word Analysis Drawing Philosophy of Education Methods	
SECOND SEMESTER.			

SECOND SEMESTER.

FIRST SEMESTER.

THE DEPARTMENT OF FINE ARTS

ELOCUTION

MUSIC

Elocution.

The purpose of this course is to develop the powers of expression in individuals.

One of the highest attributes of man, and that which places him apart from the rest of the animal creation is the power of expression.

We cannot measure men but by what they express, and hence expression is the measure of knowledge.

The ability to tell is next in importance to the ability to conceive since knowledge unexpressed affects the individual only. That which is not expressed lies dormant within ourselves; it is dead to the world and dies to us.

Expression employs the entire man, and hence tends to give a rounded development of body, mind, and spirit.

Ideas cannot be conveyed like material objects; we present only signs of ideas. All expression in itself then is necessary to accurate impression.

VOICE.

The voice is a natural reporter of the conditions, thoughts, and purposes of the individuals.

Correct breathing is fundamental. Shakespeare's method of breath control as applied to the speaking voice is employed to develop strength, freedom, resonance, and beauty of voice.

In conjunction with this technical training, which gives finesse to the instruments of speech, the voice is applied to sentiment, and its various uses and powers demonstrated.

Since the voice is the most wonderful and beautiful of musical instruments, and the finest avenue of human expression, particular stress is laid upon securing a musical, elastic quality of tone. The voice is trained to express spontaneously, genuinely, and easily the varying shades of thought and feeling.

BODILY EXPRESSION.

The study of gesture has been frequently and not without good reason condemned, because in most instances the process used has been purely mechanical and imitative.

Through the methods here employed a general physical response to sensation, thought, and emotion is cultivated in

the individual, leading to power and freedom of movement and preserving withal both spontaneity and individuality.

This training tends to suppress superfluous gesture, and produce a closer adjustment of form to content.

LITERARY INTERPRETATION

As literature is the content of the art of vocal expression it is purposed to arouse a desire in the student to know the best in literature; and to interpret it with a keen appreciation of its artistic qualities.

A careful analysis and interpretation of both prose and poetry are indispensable to all correct reading and recitation. These include the meaning, the motive, the treatment, the principal and subordinate ideas, their relation to each other, the climaxes of various parts, as also the climax of the whole, the grouping, the phrasing, rythm, color, etc.

To be an intelligent reader is a great accomplishment. Practically considered it is an aid to every other subject belonging to a course of instruction.

PHYSICAL EDUCATION.

Physical education is a valuable adjunct in elocutionary training.

The latest and most approved methods of Educational and Esthetical Physical Culture are employed, formulated from the Emerson, Swedish, and Delsarte Systems.

The educational exercises are for the distinctive purpose of giving tone and vigor to the body, and for general freedom of movement, all of which are conducive to health. The esthetical exercises contribute more specifically to ease of posture and grace of motion, and still further to the training of the body and its members as responsive instruments of expression.

COURSE IN ELOCUTION—Two Years.

JUNIOR YEAR.

First Quarter.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Anatomy, Life Study.

Second Quarter.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Anatomy, Personation.

Third Quarter.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Grammar, Repertoire, Sight Reading.

Fourth Quarter.

Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Grammar, Repertoire, Phrasing, Chapel Recitals.

SENIOR YEAR.**First Quarter.**

Physical Culture, Voice Culture, Bodily Expression, Oratory, Rhetoric, English Literature, Repertoire, Chapel Recitals.

Second Quarter.

Physical Culture, Voice Culture, Bodily Expression, Oratory, Rhetoric and Extemporaneous Speaking, English Literature, Repertoire, Chapel Recitals.

Third Quarter.

Physical Culture, Voice Culture, Bodily Expression, Bible and Hymn Reading, Psychology, English Literature, Repertoire, Public Recitals.

Fourth Quarter.

Physical Culture, Voice Culture, Bodily Expression, Bible and Hymn Reading, Psychology, English Literature, Repertoire, Public Recitals.

RATES FOR SPECIAL AND PRIVATE LESSONS.

One special class \$5.00 per term in advance: two classes \$35.00 per year. Private lessons \$5.00 per ten lessons, or 75 cents per single lesson.

Music.**PLAN OF INSTRUCTION.**

It is the object of this department to educate the student upon a well regulated and scientific plan.

This course of study has been divided into three departments: Preparatory, Normal, Collegiate.

PREPARATORY COURSE--Piano.

Elements of piano playing, including touch, notation, with melody construction, rythm, elementary harmony. Studies from the National Graded Course, Vol. I, II, and III. Easy sonatinas, and smaller compositions of the best composers.

Daily technic whose grade in major and minor scales is below 120 M. M. four notes to the beat.

NORMAL DEPARTMENT.

It is true that in many institutions of this country, notwithstanding their general excellence, but little attention is devoted to the preparation of pupils for the profession of teachers. Thus a large number of graduates, although finished performers, are totally ignorant of the art of teaching, and need years of experinece to attain satisfactory results.

This course includes, 1st, The teacher of music; his mission and equipment; the history of the piano; methods of piano instruction; musical training of children; the various kinds of touch and their correct application; the development of technic; rhythm and accent; the art of phrasing, interpretation and expression; musical embellishments, pedal use. This course also includes one year's study of Harmony and Musical History. Studies from the National Graded Course Vol. II and Vol. IV, V, Easier Compositions from Chopin, Mendelssohn, Liszt, Hayden and Mozart, Preludes and Inventions of Bach. Daily Technic whose grade in major and minor scales and Arpeggios is between 120 and 144, M. M. four notes to the beat.

COLLEGIATE DEPARTMENT

This course includes celebrated concert studies from Chopin, McDowel, Brahms, Czerney, Mendelssohn, Grieg, Liszt and others. Selections from Vol. VI, and Vol. VII of the National Graded Course. Daily Technic whose grade must be beyond 144 M. M. four notes to the beat. Musical Analysis, Harmony and History completed.

VOCAL DEPARTMENT.

The most beautiful of all musical accomplishments is that of artistic singing, and yet no department of musical culture is so much abused as the development and training of the voice.

True cultivation of the voice consists in the development of pure tone, correct placing of the voice, correct method of breathing, intonation, attack, legato, accent, with strict attention to phrasing, enunciation and rhythm. Studies in vocal technic both in sustained singing and colortura. Artistic interpretation of songs and ballads from the best composers. This course is based upon the old Italian School and includes studies from Bonaldi, Marchesi, Concone, Armstrong and others. One year's study of Harmony and History.

For students who are sufficiently advanced, concert and song recitals are given to prepare them for public singing.

STUDENTS' REHEARSALS.

One of the most important advantages of this department is the Monthly Rehearsal, at which students perform such pieces as may be assigned by their teacher, for the purpose of giving them self-control and ease in public appearance.

CERTIFICATES AND DIPLOMAS.

Certificates are given to students who have completed the course as specified in the Normal Department, and have passed successful examination. This includes one year's study of Harmony, and Musical History.

Diplomas are awarded to those who have completed the full Collegiate Course.

Candidates for graduation must pass a satisfactory examination in Piano, Harmony, History, and Musical Analysis.

The time for graduation cannot be fixed in advance. This will depend entirely on the previous knowledge and the capacity of the pupil. Proficiency is the criterion and this can be secured only by variable means adapted in each case to the individual. Results that follow from a systematic training directed with reference to individual necessities, are the only test. Every case must stand upon its own merits, and when the honors of the institution are awarded, it may be assumed with safety that they are deserved.

TUITION.

Piano, Organ	\$10.00
Voice Culture, per term	10.00
Harmony (private lessons), per term	10.00
Single Lessons .....	.75
Advanced Chorus Class	2.00
Rent of Piano, per term	\$3.00 to \$5.00



Y. W. C. A. CABINET



Y. M. C. A. CABINET

THE BIBLICAL DEPARTMENT

ITS NATURE AND SCOPE

THE ACADEMIC BIBLE COURSE

THE COLLEGIATE BIBLE COURSE

THE SUBJECTS OF INSTRUCTION

THE TABULATED COURSES

Nature and Scope of the Biblical Department.

COURSES AND ENTRANCE CONDITIONS.

Two courses of study are offered in this department, the academic and the collegiate. The academic course requires one year of study and is open to all who desire a better knowledge of the Bible, without regard to previous educational attainments. The collegiate course extends through three years. The work of this course is of a more advanced character and is open only to students of junior or senior collegiate rank.

PURPOSE AND SPIRIT.

In both of these courses the effort is to lead the student into the deepest and truest acquaintance with the Bible of which he is capable. The ultimate object, of course, is the enrichment of the student's own spiritual experience, and his equipment and inspiration for the most efficient Christian service. The immediate purpose is to understand the message which God has given to mankind in the Holy Scripture. The Bible itself is the subject of study rather than books which men have written about it. The point of view is practical rather than speculative, and the whole work is animated by the deep desire to know the Bible just as it is and to extend that knowledge to others.

GRADUATION.

A diploma will be awarded to those students who complete the academic course. Students who complete the collegiate course and present a satisfactory thesis upon some Biblical subject will receive the degree Bachelor of Sacred Literature.

EXPENSES.

Tuition in the Bible School is free. Students who wish to take one or two literary studies in connection with Bible work will be charged a proportionate rate, reckoning four classes as a full program. That is, one literary study with three Bible studies will cost one-fourth regular tuition. Two literary studies with two Bible studies, one-half regular tuition. This is a special concession made to Bible School students only, and no one will be regarded as entitled to its benefits, who does not take at least two classes in the Bible School.

The expense for text books cannot be definitely stated, but as the Bible is the principal text book, this item is small.

For cost of tuition in the literary department, and of board and room, see table of expenses.

The Subjects of Instruction.

OLD TESTAMENT HISTORY.—This covers the entire ground of events described in the Old Testament from the Creation to the times of Ezra and Nehemiah, about 445 B. C. A firm grasp of the Biblical history is fundamental to all further Bible study.

BIBLE GEOGRAPHY.—The omission of this subject from the schedule does not indicate any lack of attention to it. The geography is carefully studied in all the historical courses. Indeed the only proper way to study the Biblical history and geography is to study them together.

HISTORY OF NEW TESTAMENT TIMES.—The political, social, and religious fortunes of the Jewish people from the close of Old Testament history to the destruction of Jerusalem in 70 A. D., with special attention to the Messianic hope of the Jews, and the religious conditions in which Jesus and the Apostles lived and worked. The historical background of the New Testament.

LIFE OF CHRIST.—A thorough study of the events of the life of Jesus in chronological order. The transcendent importance of these events is well worth the effort required to fix them firmly in memory.

TEACHING OF JESUS.—This might be called the "Inner Life of Christ." It is an examination of the teachings of Jesus as contained in his discourses and scattered sayings, particularly in the sermon on the mount and in the parables.

BOOK OF ACTS AND APOSTOLIC AGE.—An introductory treatment of the book of Acts and a historical study of the Apostolic Age, the period from the ascension of Jesus to the death of the Apostle John about 100 A. D.

LIFE AND EPISTLES OF PAUL.—The work of Paul, in its relation of Christianity, stands next to that of Jesus himself. This course includes a thorough study of the life and labors of the great apostle, and also the historical setting and contents of each of the Pauline epistles.

THE GENERAL EPISTLES.—A study of the occasion, purpose, theme, and contents of each of the general epistles of the New Testament.

HOMILETICS AND PASTORAL DUTIES.— This is designed to furnish practical suggestions and help to ministers in the preparation and delivery of sermons, as well as in the performance of the numerous other duties belonging to their sacred office.

HISTORY OF THE ENGLISH BIBLE.—This is the story of the manuscripts and versions, how the sacred documents were brought together and preserved and at last given to us in the convenient form which we now have them.

OLD TESTAMENT LAWS AND INSTITUTIONS.— An introduction to the legal books of the Old Testament, and a classification and systematic study of its laws and institutions.

OLD TESTAMENT WISDOM LITERATURE.— This is a name applied to the books of Job, Proverbs, Ecclesiastes, Song of Solomon, and portions of other Old Testament books. The study of these much neglected books is very profitable and especially interesting.

THE PSALMS.—This is a study of the origin, growth, and use of the Psalter, and an exegetical study of selected Psalms.

OLD TESTAMENT PROPHECY.—Next to the most essential historical facts, there is no more important Old Testament subject than this. The work includes a study, in chronological order, of the historical background and contents of the prophetic books, the nature of the prophetic office, the development of prophetic teaching, Messianic prophecy and its relation to New Testament fulfilment.

CHURCH HISTORY.—This is a study of the history of Christianity from the Apostolic Age to the present time. Special attention is given to the Ante-Nicene and Nicene periods, the Reformation, and the history of the Brethren church.

APOLOGETICS.— An examination of the evidence for believing that the Bible is a revelation from God, and the Christian religion of divine origin.

ETHICS.— The science of human duty. A study of the principles that underlie moral obligations, and of the nature of those obligations.

CHRISTIAN DOCTRINE.—A systematic study of the fundamental doctrines of the Christian religion.

EXEGESIS.—This is the thorough, critical study of any portion of Scripture. Its object is to discover, not what the passage under consideration might be made to mean, but what the writer actually did mean. The work includes a study of the principles of interpretation, and the application of these principles to select passages in both the Old and New Testaments.

THE BIBLICAL LANGUAGES.—Every Bible teacher should desire to read his Bible, if possible, in the languages in which it was written. The added satisfaction and clearness of thought which comes from the ability to do this, is well worth the time and labor involved. Especially is this true in respect to the New Testament, and even in the case of the Old Testament it is desirable to have at least a sufficient knowledge of Hebrew to enable one to use critical commentaries intelligently.

THE GREEK NEW TESTAMENT.—After a sufficient knowledge of the language has been gained, the work in the Greek New Testament includess, (1) Translation and Rapid Interpretation, (2) Critical Study of selected portions, (3) Textual Criticism.

THE HEBREW OLD TESTAMENT.—This work is similar to that in Greek New Testament, the critical study including also a comparison of the Hebrew text with that of the Septuagint and other ancient versions.

ELECTIVE STUDIES.—The tabulated courses are intended to indicate, in general, the character and amount of the work embraced in them. It is not expected that the courses of all students will conform exactly to this schedule. The field of Biblical knowledge is so vast that even in the three years' course, selections must be made from a large number of important subjects. Other subjects than those mentioned, of equivalent extent and value, will be offered from time to time.. While certain subjects will be regarded as fundamental, reasonable liberty of electing subjects will be granted.

THE STUDENTS' VOLUNTEER MISSION BAND conducts weekly classes in the study of missions. Other special classes in Methods of Christian Work, Sunday School Problems, and various subjects are frequently formed. For all this work due credit is given in the Bible Courses.

LOCAL BIBLE INSTITUTES are conducted in communities desiring them whenever arrangements can be made to do so.

The Tabulated Courses.

COLLEGIATE BIBLE COURSE.

FIRST SEMESTER.		SECOND SEMESTER.		THIRD YEAR.	
First Quarter	O. T. History Life of Christ Church History Greek Language	Book of Acts and Apostolic Age O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Apologetics Elective	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective
	O. T. History Life of Christ Church History Greek Language	Life and Epistles of Paul O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language			
Second Quarter	History of N. T. Times Teaching of Jesus Church History Greek Language	Life and Epistles of Paul O. T. Wisdom Literature Critical Study in Greek N. T. Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective
	History of English Bible Homiletics and Pastoral Duties Church History Greek Language	General Epistles The Psalms N. T. Textual Criticism Hebrew Language			
Third Quarter					
Fourth Quarter					

FIRST SEMESTER.

SECOND SEMESTER.

ACADEMIC BIBLE COURSE.

FIRST SEMESTER.		SECOND SEMESTER.	
First Quarter.	Inductive Studies in Acts The General Epistles Old Testament History The Earlier Minor Prophets		
Second Quarter.	The Life and Work of Christ The Life and Epistles of Paul O. T. History The Book of Isaiah		
Third Quarter.	The Life and Work of Christ The Life and Epistles of Paul The Psalms Jeremiah and Ezekiel		
Fourth Quarter.	Studies in the Teaching of Jesus Old Testament Wisdom Literature Old Testament Laws The Later Minor Prophets		

THE BUSINESS DEPARTMENT

ADVANCED COMMERCIAL

REGULAR COMMERCIAL

ADVERTISING

STENOGRAPHY

PENMANSHIP



A ROOM OF BUSINESS DEPARTMENT

Higher Commercial Education

A SECOND YEAR COURSE.

BETTER

PREPARATION FOR BUSINESS AFFORDED AT McPHERSON COLLEGE, McPHERSON, KANSAS.

For more than thirty years we have been instructing young people of both sexes in these important branches: Book-keeping, Penmanship, Arithmetic, Commercial Law, Shorthand, Typewriting, Spelling, English, Letter Writing, etc. These are the essentials and should precede all higher branches. They prepare young people to earn a living,—the first consideration. But after these a higher and broader training is desirable, to develop and strengthen the mental power, and enlarge the intellectual vision of those who are contemplating entering business life.

BUSINESS REQUIRES AS THOROUGH AN EDUCATION AS THE LEARNED PROFESSIONS.

A prominent judge of Chicago recently declared that "ten per cent of the lawyers did ninety per cent of the business." So is it with the other professions.

In order to succeed in business a young person must have a better education than was necessary ten years ago, and ten years hence a still better preparation than now will be required.

Hence we are prepared to offer to the young a course of practical education suited to the requirements of today.

We have provided a course in

HIGHER COMMERCIAL EDUCATION.

After completing the ordinary commercial course we have provided a year of advanced work in which the student receives a broad and extensive insight into the affairs of the business world. This course is designed to fit the student for the position as manager of a business.

COMMERCIAL GEOGRAPHY.

A study of trade centers; routes of commerce by sea and land; chief manufacturing industries, etc.

HIGHER ACCOUNTING.

Advanced work in bookkeeping, such as expert accounting, labor-saving methods, auditing, banks, railroads and oth-

er corporation accounting. Actual practice in teaching, two semesters.

POLITICAL ECONOMY.

A study of the laws governing wages, prices and interest, system of taxation, influence of legislation, tariff, free trade, trusts, and a host of other important items influencing commercial development.

ADVERTISING.

What constitutes good advertising, illustrations, relative value of different mediums.

Fifty lessons on the Theory and Practice of How to Advertise.

CIVIL GOVERNMENT.

A study of our systems of national, state and municipal governments, as embodied in their legislative, judicial and executive departments; duties and obligations of citizenship.

PARLIAMENTARY LAW.

Drills, how to call a meeting, organize, conduct public meetings. A very important course for any business man.

COMMERCE AND FINANCE.

History of Banking, Clearing house, transportations. Tuition in this course same as regular tuition. Those completing this course will receive the degree Master of Accounts.

Diploma fee, \$5.00.

Advertising.

WHO SHOULD STUDY ADVERTISING.

FIRST AND FOREMOST.—Any man who is engaged in business (or expects to engage) and more particularly if the business has not assumed such proportions as to warrant the employment of a trained advertising manager. The merchant knows the details of his own business and, when fortified by a thorough knowledge of how to advertise it, can wrest success from failure or become a giant among his competitors who are not similarly endowed. If advertising was the mere writing of copy or the clever juggling of words, pictures and space, its paramount importance to any business man would not be so imperative.

SECOND.—Any woman who expects to support herself or hopes to marry a business man to whom she desires to be

an intelligent helpmeet and companion, fitted ably to share his cares and duties, relieve his responsibilities and assist him in attaining success.

THIRD.— Any salesman, stenographer or clerk who is ambitious to advance to a higher plane of usefulness, who desires to fit himself to work with his employer instead of under him, who wishes to acquire the knowledge which will entitle him to be consulted instead of directed.

FOURTH.— The young man or woman who is desirous of earning an independent livelihood, of being his or her "own boss." There is no pleasanter employment than that of the independent advertisement writer, who produces booklets, circulars, follow-up letters, or plans and executes the advertising campaigns of a number of merchants whose appropriations may be too small to require the entire time of an advertising man. And this is the direct stepping stone to one of those high-salaried positions with some mammoth house, where the "advertising man" is given credit for the millions of dollars' worth of merchandise disposed of each year.

FIFTH.—He who desires to better understand his neighbors; who wishes to acquire that psychological knowledge, that ability to subtly analyze human character and impulse, which makes it possible for the skilled advertiser to strike unerringly the chord of human desire with the same facility that the trained musician manipulates the strings of his instrument.

Commercial Course.

BOOKKEEPING.

In this department, the science of accounts is treated in a logical manner. The student is thoroughly drilled in the correct and practical use of all the various books used in business.

Transactions and books are varied in accordance with the business in which the student is engaged. This fully prepares him to enter successfully upon the work of the business department, or to take a position as assistant bookkeeper or the inspector. The student is bill clerk.

BUSINESS DEPARTMENT.

The students are themselves obliged to make the transactions, keep the books, and do all the work in the Business Practice.

The methods used in this work are entirely practical, and of the same nature as the duties actually performed by the bookkeeper, or business manager in a business house. We furnish the students from \$3,000 to \$5,000 in College Currency, with which to engage in business.

All the work of the business practice is directed daily by the inspector. The student is supplied with all kinds of commercial blanks, of the same form and style as those used in first class houses.

Among those of the sets designed to illustrate practical bookkeeping are:

1. **RETAIL.**--This is especially adapted for the use of grocers, shop keepers, etc.

2. **RETAIL COAL BUSINESS.**--This illustrates a system of bookkeeping especially adapted to the retail coal business, and in most respects, to any business where a Weigh-Book is required.

3. **PRODUCE COMMISSION BUSINESS.**--The books required in a produce commission house, differ, in form and number, from those in a commission business devoted to the handling of manufactured products, where the sales are made to jobbing trade.

Then we have the Installment House and State Agencies, Joint Stock Companies, etc.

We teach every form of account from that of a **TWO COLUMN DAY BOOK TO A SIXTEEN COLUMN EXERCISE BOOK.**

BUSINESS FORMS.

Students in this institution learn to draw correctly every kind of paper which they have occasion to use in business.

BANKING.

First National College Bank.

Our system of banking is the one most generally used by all leading Eastern bankers.

DIPLOMA.

Those who complete the prescribed course in a satisfactory manner are awarded an elegant diploma made by our penman.

To be the possessor of a diploma from an Institution of such eminent standing as McPherson College is not only an

unquestioned endorsement, but a token of honor which every young lady and gentleman should strive to obtain.

LETTER WRITING AND BUSINESS CORRESPONDENCE.

The essential points in a business letter are subject matter, expression and mechanical appearance.

The object of instruction in this branch is to familiarize the student with good English forms of expression and with language peculiar to business transactions.

COMMERCIAL LAW.

The young man who is about to engage in business should consider carefully what is necessary to success.

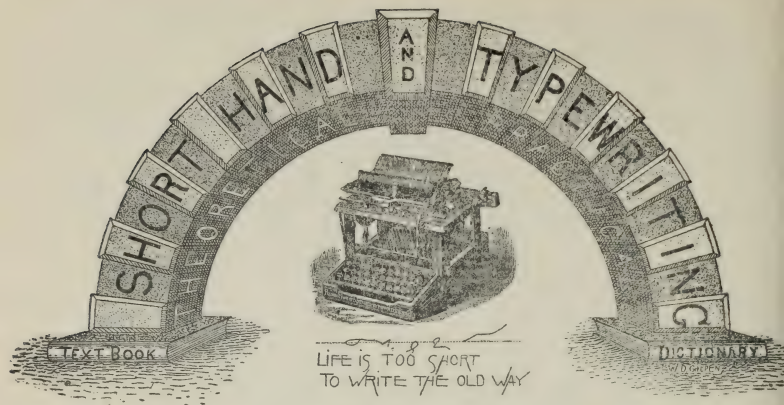
President Garfield said: "Men succeed because they deserve success. Their results are worked out; they do not come to hand ready made. Poets may be born; but success is made."

We labor to equip our students thoroughly for the battle of life by spending sufficient time to explain the laws and customs they are certain to face in after years.

COMMERCIAL ARITHMETIC.

The first element of a business education is the ability to calculate. The best compendium of commercial arithmetic now before the public is the principal text book we use on the subject. It contains useful hints, showing short methods, quick results, and all manner of calculations involving the use of United States Money, Commission, Brokerage, Discount, Loss and Gain, Percentage, etc.

The latest and best methods of computing interest are used, to prepare the student as an expert calculator.



GREGG SHORTHAND

Is today taught in more public and private schools than any other three systems combined; it is equipping the stenographers of today to cope successfully with the ever increasing demands put upon them by modern business and professional needs.

BECAUSE—Gregg Shorthand requires no USELESS study, writers of it are able to outdistance writers of other systems in point of time in learning and practical results accomplished.

BECAUSE— Achievements of today, not deeds of the past, have awakened enthusiasm in young men seeking REPORTORIAL skill. Mr. Raymond P. Kelley, a writer of Gregg shorthand, attained a speed of 235 words a minute in a public test. Mr. Kelley is a mere stripling in shorthand experience—a young man 22 years old—and his record is the highest ever achieved by any one so young.

BECAUSE—Of the wonderful capabilities of Gregg shorthand for the HIGHEST CLASS of reporting, it is receiving such endorsements as these:

COURT REPORTING.

"I have been using Gregg Shorthand in my official capacity as reporter of the several courts of Venengo county, Pennsylvania, for almost three years. The system is amply equal to the demands of my office and I have no hesitation in recommending it. I am able to do all that Pitmanic writers are, and can read my notes more readily than any writer of other systems I have known."
—H. B. Bennett, Franklin, Pa., Official Reporter, Twenty-eighth Judicial District of Pennsylvania.

MEDICAL REPORTING.

Extracts from a letter from Dr. Wilson A. Smith, recording secretary, American Institute of Hemeopathy, in regard to work of a Gregg writer—22 years of age—as reporter of a medical convention:

“This was Mr. Niklaus’ first attempt, and while I will not say that he did any better than the other three—one had twenty years’ experience in this line, one had many years’ experience, and another had been doing medical reporting for several years—yet I can truthfully say he was exceeded by none. His transcript was of such a high character that of all returned, his had the fewest corrections. When you take into consideration that a good convention reporter should have at least ten years’ experience in old line shorthand to undertake convention work of this kind, then recall the fact that Mr. Niklaus had but five years’ experience altogether, that it was his first attempt, and that he had no knowledge of medicine, I have no hesitation in affirming that there is but one system of shorthand which meets the difficulties of technical reporting, and that one is GREGG SHORTHAND.”

These are some of the reasons why Gregg shorthand is used by the best schools in America today—the schools that are equipping young men and women, not to do business at the “old stand” but at the new one, where skill and speed and ACCURACY are indispensable.

There are other reasons which we should like to submit for your consideration. A postal will bring full particulars.

TYPEWRITING.

As no stenographer’s education is considered complete without a knowledge of typewriting, it is taught in connection with the shorthand, each student being given at least two hours’ practice per day.

Students in this department are taught correct fingering, touch and the proper care of the machine.

SHORTHAND IN CONNECTION WITH BOOKKEEPING.

The call for assistance in Business and Professional offices is for a combination of Bookkeeping and Shorthand. One who understands these two branches will not only secure employment more rapidly, but will command a better salary.

Penmanship Department

S. B. Fahnestock

Good business writing is a very important element in a commercial training. An easy, legible, rapid business hand, always has commercial value. He who possesses a good business handwriting always receives the preference, provided he is equal to his competitors in other respects. About one business man in a dozen writes a passable hand. Very few teachers of our country are competent penmen. Hence the door stands ajar for remunerative employment to those who will make themselves masters of the beautiful art. We impart instruction in the best systems, and guarantee improvement for every faithful effort. Come to McPherson College and make yourself accomplished—a specialist.

This department has all the advantages of experience and skill and is directed by one of the best penmen in the west.

"We have many times during the past few years had occasion to comment favorably upon the pen work of Mr. S. B. Fahnestock, Principal of the Commercial and Penmanship Department of McPherson College, McPherson, Kansas. Mr. Fahnestock is equally clever at script, lettering, and design-

Leading School Semanarily.
Sundays, Sabbath School.
AND
Publishing in THE
M. J. Sheldon & Co. Kansas.



J. H. Bucknole.

ing, and is an ornament to the penman's profession."—Penman's Art Journal, New York.

"I entertain a very high regard for you and your work. It is a pleasure to examine such beautiful work as that which falls from your skillful pen. Your taste and touch are alike exquisite."

H. W. FLICKINGER, Phila.

"Your penmanship is fine."

WILLIAMS & ROGERS,
Rochester, N. Y.

Columbus, Ohio.

"It gives me pleasure to state that I regard Mr. S. B. Fahnestock one of the ablest teachers of penmanship and the commercial branches in the profession. Moreover he is a perfect gentleman in every respect."

C. P. ZANER,
President Zanerian College.



McPherson College Alumni.

CLASS OF 1891.

ACADEMICS.

Harrison W. Miller, Hinton, Okla.
Theodore Sharp, Winnebago, Neb.
Mary Kuns-Kleppinger, Herington, Kansas.

CLASS OF 1892.

ACADEMICS.

Hattie Yoder-Gilbert, Los Angeles, Calif.
Myrtle Miller-Netzley, Pickeral, Neb.
Effa Kuns-Sharp, Winnebago, Neb.
Samuel J. Miller, McPherson, Kan.
*Maurice Sharp, McPherson, Kan.
Sue Slusher-Saylor, Ramona, Kan.

CLASS OF 1893.

ACADEMICS.

Theodore Snowberger, Skidmore, Mo.
Hattie Ecker-Sohlberg, Guthrie, Okla.
Elmer E. Vaniman, Virden, Ill.
Laura McQuoid, deceased, 1904.
*Hattie Flickinger-Potter.
Modena Hutchinson-Miller, McPherson, Kan.
Sadie Whitehead-Beaghy,
C. E. Wallace, Yankton, S. Dak.
Francis E. Vaniman, McPherson, Kan.

CLASS OF 1894.

ARTS COURSE.

J. Z. Gilbert, Los Angeles, Calif.

NORMAL COURSE.

J. J. Caldwell, Hoisington, Kan.

ACADEMIC COURSE.

Z. P. Clear
R. W. Gish, deceased.
A. N. Gray, Galva, Kan.
Ed. M. Eby, Centerview, Mo.
J. C. Kleppinger, Herington, Kan.
Flo Ramage-Harter, Chicago, Ill.
J. J. Yoder, Conway, Kan.

CLASS OF 1895.

ARTS COURSE.

Albert C. Wieand, 185 Hastings St., Chicago, Ill.

S. J. Miller, McPherson, Kan.

ACADEMICS.

Carrie Snyder-Lichty, Wellington, Kan.
Myrtle Hoff, North Manchester, Ind.
*Deceased.

M. Bernice Gateka-Ritz, Chickasha, I. T.

Claud J. Shirk, McPherson, Kan.

CLASS OF 1896.

ARTS COURSE.

Sue Slusher-Saylor, Ramona, Kan.

S. B. Fahnestock, McPherson, Kan.

ACADEMICS.

C. E. Kemp.

David Harder, Hillsboro, Kan.

Anna Witmore-Strickler, Long-Beach, Calif.

P. F. Duerksen, North Enid, Okla.

J. Harvey Saylor, Ramona, Kan.

G. M. Lauver, Batavia, Ill.

Ratie Bowers-Dyck, Moundridge, Kan.

G. B. Darling, Gypsum City, Kan.

H. V. Wiebe, Elk Park, N. C.

CLASS OF 1897.

NORMALS.

P. F. Duerksen, North Enid, Okla.

R. W. Powers, Durham, Kan.

Claud J. Shirk, McPherson, Kan.

C. L. Hollem, Lawton, Okla.

J. W. Coons, Canton, Kan.

R. K. Gernet, Cloud Chief, Okla.

J. K. Reish, Los Angeles, Calif.

G. M. Lauver, Batavia, Ill.

J. H. Tracy, Sabetha, Kan.

Maud Chisholm-Miller, Roxbury, Kan.

CLASS OF 1898.

ARTS COURSE.

C. H. Williams, Kansas City,

NORMALS.

Mrs. Lillian Matthews, McPherson, Kan.

Dora Sherfy-Steinour, Murtaugh, Idaho.

J. B. Shirkey, Scottville, Mich.

ACADEMICS.

Lester E. Williams, Belleville, Kan.

Mrs. Susie R. Williams, Belleville, Kan.

Anna Fakes, Warrensburg, Mo.

J. E. Studebaker, deceased, 1904 Colony, Kan.

Florence Butler-Shirkey, Scottsville, Mich.

Byron Talhelm, Lawrence, Kan.

E. K. Masterson, Chatsworth, Ill.

CLASS OF 1899.**MASTER'S COURSE, A. M.**

Dr. G. A. Tull, Clay Center, Kan.

BACHELOR'S COURSE, A. B.

C. F. Gustafson, Kansas City, Mo.

NORMAL COURSE.

A. L. Harter, Plainville, Kan.

J. A. G. Shirk, McPherson, Kan.

Byron Talhelm, Lawrence, Kan.

Flo Ramage-Harter, Chicago, Ill.

J. Harvey Saylor, Ramona, Kan.

Lizzie Arnold, Russel, Colo.

H. V. Wiebe, Elk Park, N. C.

W. J. Slifer, McPherson, Kan.

ACADEMIC COURSE.

G. J. Goodsheller, McPherson, Kan.

Laura Harshbarger-Haugh, Lordsburg, Calif.

Emma Horner-Eby, Jalalpor, India.

G. D. Kuns, Chicago, Ill.

J. G. Law, Milton, Kan.

Sallie Shirkey-Miles, Hardin, Mo.

R. C. Smith, Marion, Kan.

I. A. Toevs, McPherson, Kan.

Lizzie Wieand-Kuns, Chicago, Ill.

CLASS OF 1900.**NORMAL COURSE.**

Anna Bowman, Grand Junction, Colo.

Anita Metzger, Mount Morris, Ill.

Lizzie Wieand-Kuns, Chicago, Ill.

Anna Fakes, Warrensburg, Mo.

H. C. Slifer, deceased 1903, McPherson, Kan.

Herbert Caldwell, Hinton, Okla.

ACADEMIC COURSE.

E. H. Eby, Jalalpor, India.

H. J. Vaniman, Pomona, Calif.

J. F. Studebaker, 2966 Vernon Ave., Chicago, Ill.

C. E. Law, deceased 1905, Canton, Kan.

CLASS OF 1901.**BACHELOR'S COURSE.**

Claude J. Shirk, McPherson, Kan.

J. A. G. Shirk, McPherson, Kan.

Mrs. Lillian Matthews, McPherson, Kan.

J. B. Shirkey, Scottville, Mich.

NORMAL COURSE.

B. B. Baker, Mobile, Ala.

Ethel Bixby-Mackey, McPherson, Kan.

Ollie Brubaker-Stutzman, McPherson, Kan.

*Mary E. Frantz, McPherson, Kan.

Emina Horner-Eby, Jalalpor, India.

Dr. E. H. Kasey, McPherson, Kan.

S. Enos Miller, McPherson, Kan.

H. M. Stutzman, McPherson, Kan.

Emma Vaniman-Yoder, Conway, Kan.

ACADEMICS.

W. B. Boone, deceased 1904, Lyons, Kan.

Mrs. Retta Glick-Studebaker, 2966 Vernon Ave., Chicago, Ill.

Lottie Fisher, McPherson, Kan.

Maude Way-Dresher, Lyons, Kan.

B. S. Haugh, Lordsburg, Calif.

J. H. B. Williams, Belleville, Kan.

CLASS OF 1902.**MASTER'S COURSE.**

Claude J. Shirk, McPherson, Kan.

J. A. G. Shirk, McPherson, Kan.

BACHELOR'S COURSE.

John A. Clement, McPherson, Kan.

James H. Clement, Anthony, Kan.

Flo Ramage-Harter, Chicago, Ill.

E. K. Masterson, Chatsworth, Ill.

NORMAL COURSE.

E. D. Baldwin, Conway, Kan.

Margaret Bishop, Pacific Grove, Calif.

W. B. Boone, deceased 1904, Lyons, Kan.

G. C. Dreher, Lyons, Kan.

Margaret Goodwin, Hoisington, Kan.

David Harder, Hillsboro, Kan.

M. I. Kilmer, Bird City, Kan.

Della McComber, Los Angeles, Calif.

C. H. Slifer, McPherson, Kan.

Edna Suffield, McPherson, Kan.

Maude Way-Dresher, Lyons, Kan.

ACADEMIC COURSE.

J. E. Wagoner, Red Cloud, Neb.

D. Earl Bowers, Cordell, Okla.

CLASS OF 1903.**COLLEGIATE BIBLE COURSE.**

Mrs. Amanda Fahnstock, McPherson, Kan.

BACHELOR'S COURSE.

F. G. Kauffman, McLouth, Kan.
H. A. Horton, McPherson, Kan.
Alice Johnson, Wichita, Kan.

NORMAL COURSE.

F. H. Crumpacker, McPherson,
Kan.

Dottie Wheeler-Clement, Mc-
Pherson, Kan.

P. C. Hiebert, Dallis, Oregon.

S. W. High, Chicago, Ill.

Ruby Buckman, Conway, Kan.

R. W. Baldwin, Conway, Kan.

D. Earl Bowers, Cordell, Okla.

Anna Newland Crumpacker, Mc-
Pherson, Kan.

R. C. Strohm, McPherson, Kan.

O. S. Vaniman, McPherson, Kan.

Ella White McFarland, Trues-
dale, Kan.

Charles Shively, Phillippine Is.

Mrs. Jennie McCourt, Cripple
Creek, Colo.

Corda Clement, Chicago, Ill.

Alice Weaver, Greeley, Colo.

J. J. Frantz, Inman, Kan.

ACADEMIC COURSE

Vernon Vaniman, Virden, Ill.

Orral Matchette, McPherson,
Kan.

Jessie Harter, Daleville, Va.

Gert Eicker, McPherson, Kan.

Edith Allison, McPherson, Kan.

Ethel Allison, McPherson, Kan.

Fern Kuns-Copehedge, Topeka,
Kan.

CLASS OF 1904.**MASTER'S COURSE.**

John A. Clement, McPherson,
Kan.

H. A. Horton, McPherson, Kan.
Kan.

*Mary E. Frantz, McPherson,
Kan.

Geo. D. Kuns, Chicago, Ill.

Lucetta Johnson, Wichita, Kan.

M. Q. Calvert, Ellenwood, Calif.

H. C. Allen, Lawrence, Kan.

*Anita Metzger, Mount Morris,
Ill.

S. Enos Miller, McPherson, Kan.

J. Harvey Saylor, Ramona, Kan.

E. H. Eby, Jalalpor, India.

W. L. Harter, Chicago, Ill.

NORMAL COURSE.

W. O. Beckner, McPherson, Kan.

P. N. Bolinger, Bellgrade, Mont.

H. F. Toews, Moundridge, Kan.

Silvia Miller, McPherson, Kan.

Chas. J. Davis, Morrill, Kan.

*Deceased.

Harvey B. Hoffman, Donegal,
Kan.

Harry C. Crumpacker, McPher-
son, Kan.

W. H. Yoder, Conway, Kan.

Nellie Hinkson, McPherson, Kan.

R. G. Mohler, Chicago, Ill.

Mary E. Brubaker, Lyons, Kan.

Ernest Vaniman, McPherson,
Kan.

Mary E. Gibbel, Carthage, Mo.

J. E. Studebaker, deceased 1904,
Colony, Kan.

Anna Stutzman, Conway, Kan.

Gert Eicker, McPherson, Kan.

CLASS OF 1905.**BACHELOR'S COURSE.**

E. D. Baldwin, Conway, Kan.

R. W. Baldwin, Kansas City, Kan.

H. M. Barwick, Newton, Kan.

Dr. C. D. Weaver, Galva, Kan.

NORMAL COURSE.

Edith Allison, McPherson, Kan.

Verna Baker-Vaniman, McPher-
son, Kan.

Melinda Beyer, Inman, Kan.

Adolph Beyer, Inman, Kan.

Clarence D. Caudle, McPherson,
Kan.

Anna Colline, McPherson, Kan.

Ralph W. Detter, Nickerson,
Kan.

Sadie A. Engle, Abilene, Kan.

Sarah H. Friesen-Lohrenz, Mc-
Pherson, Kan.

Lulu M. Gilchrist, Fairfield,
Iowa.

Mary McGill, McPherson, Kan.

Jas. R. Rothrock, McPherson,
Kan.

Emily F. Shirkey, Rockingham,
Mo.

Helen Slosson, McPherson, Kan.

Madge Stafford, McPherson,
Kan.

John B. Stutzman, McPherson,
Kan.

Jacob M. Stutzman, Conway,
Kan.

Florence E. Upshaw, McPherson,
Kan.

Nettie B. Wicklund, McPherson,
Kan.

CLASS OF 1906.

MATSER'S COURSE, PH. M.
W. E. Ray, Colby, Kan.

MASTER'S COURES, A. M.
R. W. Baldwin, Kansas City, Kan.

*Mary E. Frantz, McPherson,
Kan.

E. K. Masterson, Chatsworth, Ill.

BACHELOR'S COURSE.

S. C. Miller, McPherson, Kan.
C. H. Slifer, McPherson, Kan.
P. C. Hiebert, Dallas, Oregon.
J. H. B. Williams, Belleville, Kan.
J. F. Studebaker, 2966 Vernon Ave., Chicago, Ill.
Minnie M. Bartels, Inman, Kan.
Emma Horning, Grand Junction, Colo.
F. H. Crumpacker, McPherson, Kan.

Anna Newland-Crumpacker McPherson, Kan.

NORMAL COURSE.

Bertha Delp, New Murdock, Kan.
Maude Ball, McPherson, Kan.
P. V. Wiebe, McPherson, Kan.
Grace Wright, Windom, Kan.
Stella B. Andes, McPherson, Kan.

Martha Bartels, Inman, Kan.
Geo. Edgecomb, McPherson, Kan.
Ada May Caudle, McPherson, Kan.

Ida E. Brubaker, Conway, Kan.
Lulu Hildebrand, Mound City, Mo.

Harvey M. Brubaker, Conway, Kan.

Clara A. Weisthaner, Inman, Kan.

Martha M. Weisthaner, Inman, Kan.

Theodore H. E. Aschman, Inman, Kan.

Roy Caudle, McPherson, Kan.

Ivan G. Herr, Hope, Kan.

Ruby Horton, McPherson, Kan.

Ella I. Jacobs, McPherson, Kan.

Ellen A. Olson, Windom, Kan.

Mary A. Pearson, McPherson, Kan.

Myrtle C. Picking, Abilene, Kan.

Olive May Snyder, McPherson, Kan.

Della S. Vaniman, McPherson, Kan.

Foster W. Cline, Rocky Ford, Colo.

Grace P. Vaniman, McPherson, Kan.

Edna C. Garst, McPherson, Kan.

G. Pearl Blondefield, Solomon, Kan.

CLASS OF 1907.

MASTER'S COURSE.

Geo. D. Kuns, Chicago, Ill.

S. C. Miller, McPherson, Kan.

BACHELOR'S COURSE.

Dottie Wheeler-Clement, McPherson, Kan.

Charles Shively.

NORMAL COURSE.

Furman R. Cline, Rocky Ford, Colo.

Margaret M. Dudte.

Raymond C. Flory, Shickley, Neb.

Mary B. Flory, Shickley, Neb.

Frances M. Goodsheller, McPherson, Kan.

Guy T. Hudson.

Leslie M. Klepinger, Conway, Kan.

Bruce A. Miller, Darlow, Kan.

Mary C. Mohler, Red Cloud, Neb.

Mary E. Mohler, Red Cloud, Neb.

Lizzie M. Neher, McPherson, Kan.

Susie C. Neher, McPherson, Kan.

William E. Sterner.

Student Register 1906-1907.

COLLEGIATE.

POST GRADUATES.

Kuns, George D.

Miller, S. C.

SENIOR.

Clement, Dottie Wheeler

Shively, Charles

JUNIOR.

Ashman, Theodore

Crumpacker, H. C.

Gillespie, Iva

Lohrenz, H. W.

Loewen, C. A.

Shirkey, Emily

SOPHOMORE.

Andes, Stella

Beckner, W. O.

Bukey, Ruth

Davission, G. H.

Detter, R. W.

Ebel, B. E.

Hedine, A. E.

Horton, Ruby

Ingalls, Roscoe

Jacobs, Ella

Rothrock, James

Spilman, Marian

FRESHMAN.

Colburn, Lillie

Cline, Furman R.

Dudte, Margaret M.

Fahnestock, Charles

Fulton, Ava

Flory, Raymond C.

Flory, Mary B.

Goodsheller, Frances M.

Hudson, Guy T.

Klepinger, Leslie G.

Miller, Bruce A.

Miller, Maude

Mohler, Robert E.
 Mohler, Mary C.
 Neher, Lizzie M.
 Neher, Susie C.

Olson, Ellen
 Patterson, Lulu
 Rasp, C. D.
 Salthouse, Wirt

Shirk, Jennie B.
 Trostle, B. S.
 Sterner, W. E.

FIRST YEAR.

Baker, Grover
 Bixby, Roy
 Buckman, Elsie
 Conrad, Elnora
 Coulson, Walter
 Dresher, O. S.
 Dotzour, Royer
 Ferris, Myrtle
 Gerberich, Florence
 Gilchrist, Letitia
 Griffin, Elsie
 Haugh, Jesse
 Hanit, W. L.
 Hildebrand, Myrta
 Hope, Nannie
 John, F. P.
 Larson, Mabel
 Lamer, R. W.
 McCready, C. S.
 McBride, Mabel
 Morrison, Maude
 Moomaw, Modena
 Neher, Lotti
 Neff, Dithe
 Nichols, Walter
 Pearson, Esther
 Price, Edna
 Ring, Bessie
 Rexroad, Lottie
 Regier, P. P.
 Slagel, Pearl
 Strohm, Oscar
 Sawyer, Mildred
 Sward, Florence
 Spohn, Ralph
 Thomas, Chloe
 Throne, J. E.
 Webb, Lena

SUB-ACADEMICS.

Bartels, Adolph
 Brubaker, Nason
 Cripe, Marshall
 Cripe, India
 Gallaher, Lawrence
 Hartman, A. A.
 Hanson, Arthur
 Horning, Florence
 Latimer, Louise
 Miller, Elva
 Newfield, Sarah
 Nance, Ward
 Sheldon, Abe
 Stacey, Earl

NORMAL.

Westrick, S. V.
 Williams, Elsie
 Young, Alma

SECOND YEAR.

Albright, Anna
 Boone, Ezra T.
 Burgert, Alice
 Boone, Sadie
 Barnes, C. F.
 Brubaker, Lulu
 Beyer, Emma
 Carter, T. D.
 Caudle, Fred
 Detter, Edna
 Dalke, Marie
 Dotzour, Grover C.
 Eash, Irwin
 Embers, Mabel
 Florman, Anna
 Foutz, Roy
 Heldstab, W. E.
 Hope, Louis
 Hill, Lenna
 Kane, H. G.
 Kilmer, Mabel
 Mathies, F. F.
 Royer, W. D.
 Simcox, Mabel
 Suderman, J. W.
 Suderman, Elizabeth
 Slagel, Merle
 Stump, Levi
 Studebaker, M. M.
 Strausbaugh, Mrs. P. D.
 Todd, Charles
 Thompson, Walter
 Thomas, Arthur A.
 Trostle, Evelyn
 Trostle, Avie

ACADEMIC.

Snowberger, Pasma
 Sanger, Elsie
 Thompson, Thomas
 Wheeler, Sidney

FIRST YEAR

Buckman, Hazel
 Breon, Guy
 Clindberg, Mabel
 Crumpacker, Ethel M.
 Crumpacker, Hattie
 Ebbert, Samuel
 Elam, Ben
 Elam, Richard
 Klein, Lucy
 Lohrenz, H. M.

THIRD YEAR.

Allen, Wade
 Arnold, Ira
 Baker, R. E.
 Claassen, P. W.
 Dresher, C. H.
 Detrick, H. J.
 Ebbert, Ella
 English, Ethel
 Green, Nellie
 Goodsheller, Helen
 Hiebert, Katie
 Jackson, Maude
 Kasey, Howard
 Kraybill, Frank
 Neher, Clara
 Pollock, S. A.
 Strausbaugh, P. D.
 Stutzman, Mattie
 Way, P. B.
 Weiss, H. C.
 Wiggins, J. F.
 Wiebe, F. V.
 Young, Lillian

FOURTH YEAR.

Cline, Furman R.
 Dudte, Margaret M.
 Flory, Raymond C.
 Flory, Mary B.
 Goodsheller, Frances M.
 Hudson, Guy T.
 Klepinger, Leslie G.
 Miller, Bruce A.
 Mohler, Robert E.
 Mohler, Mary C.
 Neher, Lizzie M.
 Neher, Susie C.
 Sterner, W. E.
 Stonebraker, J. A.

McAvoy, Is.
 Mingenback, E. C.
 Rittgers, Bertha
 Wade, Susanna

SECOND YEAR.

Bowers, J. E.
 Carlson, Roy
 Frantz, Oscar
 Hollinger, H. T.
 Schroeder, J. H.
 Snowberger, Harvey
 Toevs, P. F.

THIRD YEAR.

Auld, Harry
 Barnhill, G. E.

Cram, Robert
 Crumpacker, A. J.
 Janzen, C. C.

Russel, J. C.
 Russel, Robert

Wagner, Dale
 Vaniman, I. C.

MUSICAL DEPARTMENT.

Austin, Lois
 Allbright, Anna
 Brubaker, Lucy
 Brubaker, Emma
 Blankenship, Edith
 Berg, Reah
 Barnhill, Gilbert
 Burns, Lucretia
 Blackman, Pearl
 Berkeybile, J. H.
 Bukey, Mary
 Buckman, Ruby
 Crary, Laurine
 Cline, Eva
 Clevenger, Fred
 Carter, Talmage
 Carter, Bertha
 Chester, May
 Ember, Mabel
 English, Ethel
 Engberg, Myrtle
 Ebel, B. E.

Dresher, Pearl
 Detter, Ralph
 Frantz, Ruth
 Ferguson, Dassa
 Goodsheller, Gracie
 Helsteab, Lida
 Hall, Nora
 Hope, Erma
 Hope, Nannie
 Hutchison, Bulah
 Harnly, Paul
 Jones, Belle
 Hill, Cora
 Hill, Rena
 Haberlein, Bertha
 Jacobs, Sarah
 Jacobs, Mildred
 Kilmer, Mabel
 Kimmell, Nettie
 Landes, Clara
 Miller, Enos
 Mohler, Mary

Mohler, Robert
 Muir, Gladdys
 Miller, Maud
 Nelson, Anna
 Neff, Dithy
 Pierson, Mary
 Reiff, Mary
 Rasp, Conrad
 Strasbaugh, P. D.
 Salmon
 Strasbaugh, Mrs. P. D.
 Suffield, Mabel
 Stump, Levi
 Shirk, Jennie
 Studebaker, Lena
 Studebaker, M. M.
 Stansel, Ella
 Taylor, Lillian
 Thompson, Emma
 Ullom, Mabel
 Wagner, Dale
 Wade, Susie

THE BIBLICAL DEPARTMENT.

COLLEGIATE

Bartels, Minnie
 Beckner, W. O.
 Clement, Dottie W.
 Crumpacker, H. C.
 Loewen, C. A.
 Salthouse, W. C.
 Shirkey, Emily

ACADEMIC.

Boone, E. T.
 Breon, Guy
 Buck, O. D.
 Brubaker, Emma
 Brubaker, Lulu
 Brubaker, Bessie
 Brubaker, Flossie
 Carter, Bertha
 Cline, Susie
 Coler, Frank

Crumpacker, A. J.
 Dresher, Pearl
 Detter, Ralph W.
 Deeter, John W.
 Detrick, H. J.
 Embers, Mabel
 Frantz, H. A.
 Frantz, Lottie N.
 Hartman, A. A.
 Hilton, Geo. W.
 Hilton, Blanche
 Hoover, Clarence
 Hamit, W. L.
 Jones, Anna B.
 Kilmer, Mabel
 Kimmel, Nettie
 Kuns, Maria
 Miller, B. A.
 Miller, Elva

McCoy, Hattie
 Miller, Lizzie
 Mohler, L. D.
 Netzley, Harvey
 Overfelt, S. A.
 Postma, A. B.
 Rasp, C. D.
 Sanger, Elsie
 Sherfey, J. S.
 Smith, F. R.
 Snowberger, Mary
 Snowberger, Parma
 Throne, J. E.
 Trostle, Avice
 Thompson, Emma
 Trostle, B. S.
 Trostle, Mary
 Wohlgemuth, Ben

NOTE.—The above list does not include students in attendance only during the Bible Institute.

THE BUSINESS DEPARTMENT.

ADVANCED

COMMERCIAL.

Abel, Orie J.
 Barnes, H. D.
 Seidel, P. W.
 Throne, J. E.

COMMERCIAL.

Andes, Grover F.
 Biggs, Sam

Breon, Guy
 Bently, Nora
 Cornelius, R. W.
 Crissman, J. W.
 Colburn, L. F.
 Dykes, Ben
 Edwards, Emmett
 Ford, Florence
 Funk, Reuben

Flowers, J. L.
 Garst, Henry H.
 Gallaher, Lawrence
 Hoover, Clarence
 Hoover, Lloyd E.
 Hanson, Arthur
 Hufford, W. E.
 Horton, Harry
 Hill, Merrill C.

Jackson, Frank R.
 Kasey, Rey D.
 Kuhn, Carrie
 Landis, L. E.
 Lundstrom, Ellen
 Mathes, T. H.
 Miller, John C.
 Nelson, Robert S.
 Olson, Emet
 Postma, Asa
 Pauls, B. P.
 Rasp, Albert F.
 Simpson, B. C.
 Smith, Frank R.

Spohn, Ralph
 Sherfey, John S.
 Schroeder, John H.
 Thompson, Emma
 Wegman, Geo. E.
 Williams, R. F.
 Wiebe, D. V.
 Warner, Otto A.
 Wilson, Alice
 Yowell, Lloyd
 Young, Glen H.
 Zern, Robert H.
 SHORTHAND.
 Barnes, H. D.

Burns, Lucreti
 Cline, Gertrude B.
 Caskey, Olaf C.
 Clevenger, F. A.
 Dobbins, E. F.
 McChristy, E. L.
 Major, M. Grayce
 Muggler, Emma D.
 McCue, Ebbert
 Studebaker, Ray

ELOCUTION.

SENIORS.
 Bartels, M. Minnie
 Buck, O. D.
 McFarland, Hazel V.
 Snowberger, Harvey
 Stump, Levi
 Slagle, Merle
 Ullom, Mabel
 Wohlgemuth, Ben
 Zeigler, Edna
 JUNIORS.
 Brubaker, Emma

Brubaker, Lucy
 Bryan, C. E.
 Carter, Bertha
 Buckman, Ruby
 Deitrick, H. W.
 Hall, Blanche
 Johns, F. P.
 Jones, Belle
 Krable, Frank
 Miller, Elva
 McCristy, E. L.
 Lohrenz, H. W.

Lincoln, Mrs.
 Rothrock, James
 Ring, Bessie
 Pfoutz, Frank
 Smith, F. R.
 Stump, Lillie
 Slifer, Chas.
 Toeves, P. F.
 Wilson, Carrie
 Yoder, Mrs. J.
 Yoder, J. J.

THE LIBRARY OF THE
 APR 16 1931
 UNIVERSITY OF MICHIGAN

Annual Catalogue
McPherson College
McPherson, Kansas

1908-1909
With Announcements for
1909-1910

Calendar for 1909-1910.

1909—September 14, Tuesday	First Quarter Begins
“ November 16, Tuesday	Second Quarter Begins
“ December 25 to January 1, 1910	Vacation
1910—January 25, Tuesday	Third Quarter Begins
“ March 29, Tuesday	Fourth Quarter Begins
“ May 22, Sunday Evening	Baccalaureate Sermon
“ May 23 and 24, Monday and Tuesday	Final Examinations
“ May 24, Tuesday Evening	Expression Recital
“ May 25, Wednesday	Field Day
“ May 25, Wednesday Evening	Music Recital
“ May 26, Thursday	Class Day
“ May 26, Thursday Evening	Alumni Banquet
“ May 27, Friday Morning	Commencement

The entire object of true education is to make people not merely do right things, but to enjoy right things; not merely industrious, but to love industry ; not merely learned, but to love learning; not merely honest, but to hunger and thirst after honesty.—Ruskin.

Board of Directors.

Elder Edward Frantz, <i>President</i>	McPherson, Kansas
S. B. Fahnestock, <i>Vice President</i>	McPherson, Kansas
F. A. Vaniman, <i>Treasurer</i>	McPherson, Kansas
H. J. Harnly, <i>Secretary</i>	McPherson, Kansas
Elder J. J. Yoder	McPherson, Kansas

Brethren Educational Board.

Elder H. C. Early, <i>Chairman</i>	Penn Laird, Virginia
Pres. A. C. Wieand, <i>Secretary</i>	Bethany Bible School, Chicago
Elder John Calvin Bright, <i>Treasurer</i>	Dayton, Ohio
Elder L. T. Holsinger	Clarkshill, Indiana
Elder A. G. Crosswhite	Flora, Indiana
President W. B. Yount	Bridgewater College, Virginia
President Edward Frantz	McPherson College, Kansas

Faculty and Instructors for 1909-1910.

"I maintain, my friends, that every one of us should seek out the best teacher whom he can find, regardless of expense or anything."

EDWARD FRANTZ, A. M., PRESIDENT,
Biblical Languages and Literature.

*JOHN A. CLEMENT, A. M., VICE PRESIDENT,
Philosophy and Education.

H. J. HARNLY, A. M., PH. D.,
Biology and Philosophy.

S. B. FAHNESTOCK, A. B., M. C., SECRETARY,
Superintendent Commercial Department; Commercial
Branches and Drawing.

*S. J. MILLER, A. M.,
English and German.

CLAUDE J. SHIRK, A. M.,
Mathematics, Chemistry and Physics

S. C. MILLER, A. M.,
English.

C. C. KOCHENDERFER, A. M.,
Philosophy and Education.

*B. E. EBEL, A. B.,
Latin and Greek.

F. G. MUIR,
Director of Music Department; Piano, Organ, Har-
mony and Voice Culture.

R. W. DETTER, A. B.,
Mathematics and History.

L. EVELYN MORAN,
(Columbia College of Expression)
Expression and Physical Culture.

E. LE ROY CRAIK,
Latin and Greek.

DIEDRICH DALKE,
German.

P. F. TOEWS,
Beginning German.

WALTER THOMPSON,
Assistant in Latin.

*On leave of absence for University study.

- P. S. GOERTZ,
Assistant in Language.
- LULU HILDEBRAND, B. S. D.,
English Grammar.
- JEWETT RUSSELL,
Assistant in Chemistry.
- HOMER LICHTENWALTER,
Assistant in Physics.
- P. W. CLAASSEN,
Assistant in Zoology.
- J. J. YODER,
U. S. History.
- S. IRA ARNOLD,
Arithmetic.
- P. W. SEIDEL, M. Acct.,
Book-keeping.
- LILLIAN HOPE,
Shorthand and Typewriting.
- ANNA GARBER,
Orthography.
- MRS. FRANCES G. RASP, B. S. D.,
Director of Model School.
- F. G. MUIR,
Chapel Music.
- FLOSSIE BRUBAKER,
Violin.
- MRS. MARY ROTHROCK,
Matron.
- JENNIE BUSH SHIRK,
Librarian.

GENERAL INFORMATION

LOCATION AND ACCESSIBILITY

PURPOSE AND IDEALS

MATERIAL EQUIPMENT

MORAL AND RELIGIOUS INFLUENCES

LITERARY SOCIETIES

DISCIPLINE

EXPENSES

LOCATION AND ACCESSIBILITY.

McPherson, Kansas, is not far from the center of the state, whose geographical and material advantages have been made famous in Governor Hoch's celebrated metaphor, "The rich, juicy meat in the heart of the national sandwich." It is a thriving little city of thirty-five hundred people and is the seat of government of McPherson county. It is a city of prosperous merchants, beautiful homes, parks and shade trees, and is surrounded by waving fields of wheat, corn and alfalfa. The climate is mild and healthful.

McPherson is easily accessible from all parts of the country. The El Paso division of the Rock Island system passes through it, over which run daily through trains between Chicago and California. A branch of the Santa Fe system connects McPherson with the main line about fifty miles distant, both east and west. The Union Pacific and Missouri Pacific roads also have branches here.

The College is beautifully situated on an elevation at the eastern end of Euclid street, the principal east and west thoroughfare of the city. The campus is dotted with growing maples, elms and evergreens, and is far enough from the center of business to insure an environment most favorable to student life.

PURPOSE AND IDEALS.

McPherson College was established in order to provide the young people of the Church of the Brethren with facilities for a thorough, Christian education. However, no denominational test of admission is applied and its doors are open to all persons of good moral character who are in sympathy with the general spirit of the institution.

The conception of education that controls at the College is that which regards it as a development of the whole being, body, mind and spirit. While the most thorough and exacting intellectual discipline is demanded, as an examination of the courses in this catalog will show, special care is taken that the whole atmosphere of the school shall be favorable to spiritual culture also. High ideals of character are constantly held forth. True education is held to include both the acquisition of power and the direction of this power to worthy ends.

Equipment for honorable service to humanity and for appreciation of the best things which life can afford are ideas distinctly taught.

The institution stands definitely for the doctrine of "The Simple Life." Modesty in dress and bearing, simplicity in social customs, the dignity of all honest labor, are popular ideas. The rich student who imagines that his wealth will bring him prestige is likely to suffer a painful disillusionment, while the poor one who must work his way through, provided only his work be well done, will find himself honored and respected. No aristocracy, save that of character, is known.

MATERIAL EQUIPMENT.

BUILDINGS.—Three large substantial buildings furnish ample accommodations. The main building, ninety-four by one hundred and seventeen feet, contains the chapel, recitation rooms, commercial hall, part of the laboratories and the gymnasium.

A second building, forty by one hundred feet, three stories and basement, is used as a dormitory and dining hall. Students' rooms are comfortably furnished, have steam heat and electric lights.

A third building, a Carnegie library, fifty by sixty feet, is equipped with all necessary library conveniences.

The Gymnasium occupies a basement room thirty by seventy feet, with bath and dressing-room annex, twenty-five by thirty-five feet. The gymnasium is well equipped with apparatus, tub and shower baths and lockers.

The athletic grounds, occupying the north side of the campus, have been recently put into good condition and are now well equipped for college athletics.

LIBRARY.—The beautiful new library building of pressed brick, stone and concrete, with over sixteen thousand dollars of upkeep endowment, will be ample to meet our library and reading room wants. There are over ten thousand volumes in the library. New books are constantly added. In the reading rooms are found scores of the best newspapers and magazines.

APPARATUS.—In the way of apparatus there is no college

in the west better equipped for the work it attempts.

There are fifteen modern microscopes, two microtomes, ovens, paraffine baths, projecting microscope, and all other equipment of a first class biological laboratory.

The chemical laboratories are equipped with modern desks, hoods, balanceš, gasometers, retorts, chemicals, etc. In fact, everything needed to do first class work.

In the physical laboratories are to be found air pumps, engines, dynamos, motors, galvanometers, spectrosopes, ampere meters, resistance coils and hundreds of other pieces of apparatus too numerous to mention. There is a Chicago model dissolving view stereopticon, also a more modern single stereopticon fitted for either oxy-hydrogen, oxy-ether, acetylene or electric light illumination, with attachments for opaque and microscopic projections.

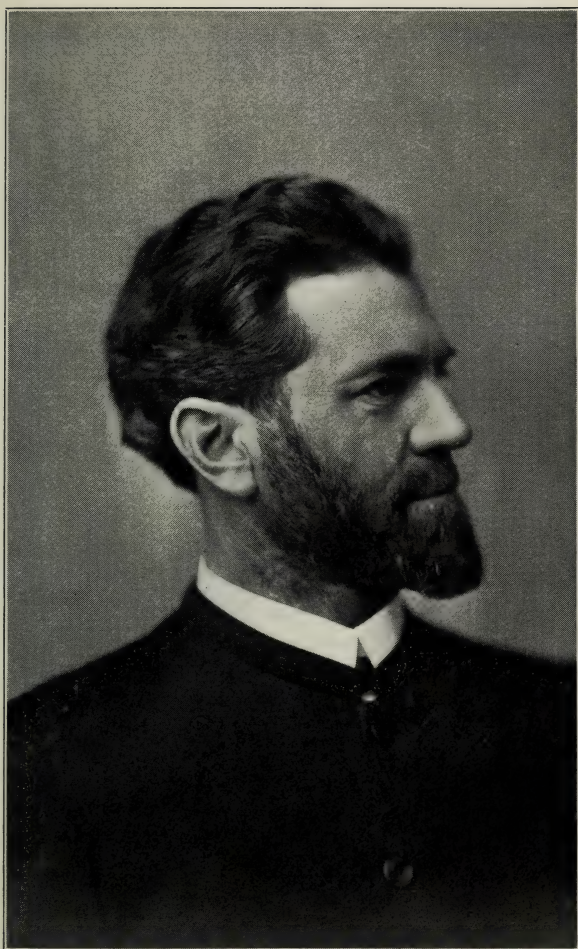
For astronomy there is a four-inch telescope, and for surveying a transit and other necessary equipments.

THE MUSEUMS.—Here are valuable collections of mammals, birds, birds' nests and eggs, reptiles, corals, shells of various kinds, insects, minerals, rocks and fossils, herbarium, etc., etc. Additions to the collections are solicited.

MORAL AND RELIGIOUS INFLUENCES.

The high ideals and principles for which the college itself stands, together with most favorable surroundings, combine to impart to the student life a moral tone of an exceptionally high order. McPherson has many live churches, a large active Y. M. C. A., a public library, another college beside our own, a choral union, a first class lecture course. It has no saloons, no joints, and no paupers. More than the average city or town it is free from the vices which are liable to prove pitfalls for young people. McPherson is not noted for its mines or manufacturing interests, but is dependent for its prosperity upon the rich agricultural community which surrounds it. It is easy to see how this fact tends to keep away from the city the less desirable classes of inhabitants. It is an ideal college town; just the kind of a place in which it is a pleasure to live and to which it is safe for parents to send their sons and daughters.

In the college itself devotional exercises are held each school day in the chapel, and regular evening prayers are held



President Edward Frantz

in the dormitory. The morning watch and systematic daily Bible study are also observed by many. Sunday School and two preaching services are held in the college chapel each Lord's day. Young people's societies are active and exert a strong Christian influence upon the student body. And what is really of chief significance in determining the religious tone of an educational institution, the teachers are Christian men and women, and their daily work is permeated by the Christian spirit.

LITERARY SOCIETIES.

Three literary societies are sustained by the students of the college. Every student is expected to unite with one of these societies and to participate in the exercises of the society.

THE IRVING SOCIETY is open to the students of the collegiate classes and the senior normals. The sessions are held each Saturday evening in Irving Hall. The hall is well furnished and lighted by electricity.

THE EUREKA SOCIETY is open to sophomore and junior normals and junior and senior academic students. The sessions are held each Saturday evening in the college chapel.

THE ELITE SOCIETY is open to all students below the ranks of the Eurekas and Irvings. They hold their sessions each Monday evening in Irving Hall.

Students cannot afford to miss the mental discipline acquired by taking part in these societies. An annual oratorical contest is held under the auspices of the Irving Society.

DISCIPLINE.

The standards of social life and conduct at McPherson College are those which belong to well-bred people everywhere. When young people apply for admission to the college it is assumed that they are ladies and gentlemen, and they are treated and trusted as such until they show themselves unworthy of the trust. If a student shows a disposition not to fall in line with the high standard of conduct which prevails, he is admonished. If he persists, he cannot remain in the institution.

The reformation of young people of vicious habits is a noble work, but it is not compatible with the purpose and ideals of McPherson College. The best interests of its constituency demand that its opportunities should be open to ladies and

gentlemen only. The patronage of those who want to have a "good time" is not solicited. When the presence of such is discovered they must choose quickly between a change of program and a departure to other climes. To all who mean business and want the largest returns for time and money expended we extend a hearty welcome and we promise you the best service which it is in our power to give.

EXPENSES.

Cash or 8 per cent note in advance.

One study, half tuition; two or more studies, full tuition.

Tuition, per quarter (a quarter is nine weeks).....	\$ 10.75
Tuition, per week.....	1.25
Tuition, Stenography, per quarter.....	10.00
Tuition, Stenography, with other studies, per quarter....	5.00
Tuition, Typewriting, per quarter.....	6.00
Tuition, Full Course of Advertising.....	35.00
Board, one quarter.	22.50
Board, per week.	2.50
Holiday vacation, no boarding in the Dormitory.	
Fuel, Fall or Spring quarter.....	1.00
Fuel, Winter quarters, each.....	4.50
Fuel, per week, Fall or Spring quarters.....	.15
Fuel, per week, Winter quarters.....	.50
Rooms, including Blinds, Broom, Dust-pan, Slop-pail, Wash-stand, Table, Bowl, Pitcher, two Chairs, Bed, and Mattress, per week.....	.50
All students pay per quarter for Library fee.....	.25
Special examination fee.	1.00
Private lessons, in advance, each.....	.50
Tuition for Post Graduate year.....	40.00
Board, Fuel, Room Rent, Library Fee, Tuition, Spring and Fall.	39.00
Board, Fuel, Room Rent, Library Fee, Tuition for Win- ter terms, each	42.50

Students are charged at quarter rates for whole quarters; at week rates for less than a quarter. No reduction for absence of less than two weeks. Text books and stationery are kept on sale at the college office. Students should bring with them any text book they may have on hand. Students wishing to

room in the Dormitory will bring sheets, pillow-cases, pillows, napkins, blanket, comfort, rug and other articles they wish, in order to make their room attractive. Students voluntarily rooming alone, two rates for room rent and fuel.

Board and room can be had on the Hill or in the City for from \$3.00 to \$3.50 per week.

LABORATORY FEES.

Chemistry, General, per quarter.....	\$ 3.00
Chemistry, Qualitative, per quarter.....	3.00
Chemistry, Quantitative, per quarter.....	3.00
Chemistry, Organic, per quarter.....	3.00
Chemistry, Advanced, per quarter.....	3.00
Physics, Academy, per quarter.....	1.50
Physics, Advanced, per quarter.....	2.00
Astronomy, per quarter.....	2.00
Biological branches other than Biology, per quarter.....	3.00
Biology, per quarter.....	1.50
Zoology, per quarter.....	1.00
Botany, per quarter.....	.50
Physiology, per quarter.....	1.00
Geology, per quarter.....	.50

GRADUATING FEE, INCLUDING DIPLOMA.

College.	5.00
College, Post Graduate.	10.00
College, with State Certificate.....	6.00
Normal.	5.00
Normal, with State Certificate.....	6.00
Expression.	3.00
Music (Certificates)	3.00
Music (Diploma).	5.00
Commercial.	3.00
Commercial (Post Graduate).....	5.00
Biblical (Certificate).	3.00
Biblical (Collegiate).	5.00
Academic.	3.00
Shorthand.	3.00
Penmanship (Certificate).	1.00

For further information address, McPherson College, McPherson, Kansas.

COLLEGIATE DEPARTMENT

NATURE AND SCOPE

THE SUBJECTS OF INSTRUCTION

TABULATED COURSES

Collegiate Department.

NATURE AND SCOPE.

Two collegiate courses are offered, the classical and scientific, leading to the degree of Bachelor of Arts and Bachelor of Science. These courses, as tabulated, serve to show the nature and amount of the work required for the degree, but it is not to be supposed that the courses of all students must conform exactly to either of them. Reasonable liberty of substitution is allowed, provided the work offered is equal in value to that for which it is substituted. For special pre-medical and pre-engineering courses, see page 35.

ENTRANCE REQUIREMENTS.—Students may be admitted to the college from high schools, academies and preparatory departments of other colleges, as well as on completion of our own academy course. The applicant for admission must present a certificate or a letter from the principal of the school recommending him for admission.

Students from high schools accredited by the high school examiner for the State University will be admitted unconditionally, provided that they have the following units to their credit:

1. Three units of English;
2. Two and one-half units of Mathematics;
3. Four units of Latin;
4. One unit of Physical Science;
5. One unit of Biological Science;
6. One unit of History.

A unit is a subject (like Latin, for example) running for one year; that is, not less than thirty-six weeks, four recitations per week, with at least sixty minutes for each recitation. Fifteen units are necessary for unconditional entrance, the remaining units being elective.

Following is given the list of accredited high schools as prepared by the State University:

Accredited High Schools.

CLASS I.

Schools in this list are fully accredited and are working under the most favorable conditions.

NAME OF SCHOOL.

Abilene	*Junction City
Academy of Idaho, Pocatella	Kansas City, Kan.
Albuquerque, N. M.	Labette Co., Altamont
Anthony	La Junta, Colorado
Argentine	*Lawrence
Arkansas City	*Leavenworth
Atchison	Lewis Academy, Wichita
Atchison Co., Effingham	Loretta Academy, Kansas City,
Bartlesville, Oklahoma	Mo.
Beaverhead Co., Dillon, Mont.	Lyons
Beloit	Mankato
Burlingame	Manual Training, Kansas City,
Chanute	Mo.
Chase Co., Cottonwood Falls	Marion
Cherokee Co., Columbus	Marysville
Clay Co., Clay Center	McPherson
Coffeyville	Minneapolis
Concordia	Montgomery Co., Independ-
Council Grove	ence
Crawford Co., Cherokee	Newton
Decatur Co., Cherokee	Norton Co., Norton
Decatur Co., Oberlin	Olathe
Dickinson Co., Chapman	Ottawa
El Dorado	Paola
Ellsworth	Parsons
El Reno	Peabody
Emporia	Pittsburg
Eureka	Plainville
*Ft Scott	Pratt
Galena	Prosser, K. C., Mo.
Garnett	Rosedale
Great Bend	Salina
Halstead	Sedgwick
Harper	Seneca
Herington	Sheridan Co., Hoxie
Hiawatha	Smith Center
Holton	Southern Kan. Acad., Eureka
Hot Springs, Ark.	*Sumner Co., Wellington
Humboldt	St. Joseph, Mo.
*Hutchinson	Thomas Co., Colby
Iola	Sterling
Joplin, Mo.	*Topeka

Trego Co., Wakeeney	Washington
Univ. Mil. Acad., Columbia, Mo.	Wentworth Military Academy,
Univ. Prep. School, Kansas	Lexington, Mo.
City, Mo.	Western Military Academy, Up-
Urbana University Acad.	per Alton, Ill.
Urbana, Ill.	*Wichita
Warrensburg, Mo.	Winfield

*Schools are accredited by the North Central Association of Colleges and Secondary Schools.

CLASS II.

Schools named in this list are fully accredited, but fall short of the most favorable conditions in some respects. (It may be a shortage in laboratory equipment, short school term, or perhaps the teachers are required to carry too many recitations.)

NAME OF SCHOOL.

Belleville	LaHarpe
Burlington	Larned
Caldwell	Lyndon
Cherryvale	Neodesha
Clyde	Osage City
Ellis	Osborne
Frankfort	Osawatometie
Garden City	Russell
Gas City	Sabetha
Gove City, Gove	Stockton
Horton	Wamego
Howard	Yates Center

CLASS III.

The schools named in this list fall short of full preparation by not more than three units.

NAME OF SCHOOL.

Alma	Delphos
Attica	Dixon Township, Argonia
Axtell	Dodge City
Augusta	Douglass
Belle Plaine	Erie
Blue Mound	Eskridge
Bonner Springs	Florence
Bronson	Girard
Blue Rapids	Glen Elder
Burrton	Greenleaf
Cawker City	Hartford
Centralia	Hill City
Clifton	Hillsboro
Colony	Kingman

Kinsley	Rawlins Co., Atwood
LaCygne	Reading
Lecompton	Scranton
LeRoy	Sedan
Lincoln	Sherman Co., Goodland
Logan	Solomon
Maple Hill	Stafford
Moline	St. John
Moran	St. Mary's
Mound City	Tonganoxie
Nortonville	Valley Falls
Onaga	Waterville
Oskaloosa	Waverly
Overbrook	Weir
Phillipsburg	Wetmore
Pleasanton	Wilson

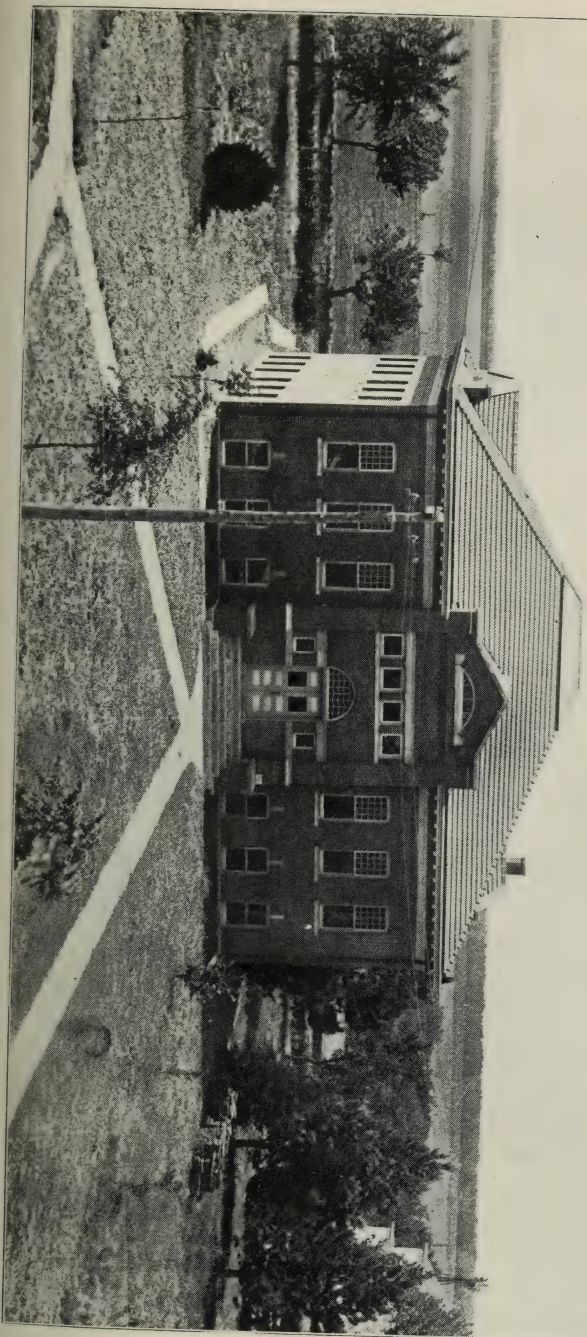
CLASS IV.

Schools named in this list offer courses that have been approved by the University, but they have not yet fulfilled other conditions for accredited relations.

NAME OF SCHOOL.

Altoona	Lansing
Boling	Linwood
Buffalo	Little River
Burr Oak	Lorraine
Cheney	Louisburg
Corning	Marquette
Formosa	Scandia
Gardner	Scott Co.
Glasco	Sylvian Grove
Gypsum	Syracuse
Havensville	Wathena
Hoisington	Wellsville
Irving	Westmoreland
Kincaid	Williamsburg
Lane Co.	

STATE CERTIFICATE—Those who complete one of our college courses including the Pedagogy here outlined, will receive from the State Board of Education a State Certificate for three years. After having taught successfully two of the three years and having shown a satisfactory interest in the literature of the profession, a Life Diploma will be issued. The only examinations are those given by the College when the studies are taken. Following is an outline of the Pedagogy required:



1. A course of twenty weeks in History of Education.
2. A course of ten weeks in Philosophy of Education.
3. A course of ten weeks in School Law.
4. A course of ten weeks in School Management.
5. A course of ten weeks in Methods of Instruction.

All above courses to be given by the Professor of Pedagogy.

6. One teachers' course of twenty weeks in some other department of the institution, which must include (a) a broad review of the field in which the course is given; (b) a development of the principles involved in the successful teaching of the subject and its correlates in the secondary schools of the state; (c) a study of the comparative value of authorities and methods and the uses of material aids in teaching; and, if possible, (d) actual practice in teaching for not less than ten weeks.

Description of Subjects of Instruction.

ENGLISH.

FRESHMAN YEAR—English Composition, two semesters. Rhetoric and Composition with a study of the growth of prose writing, four hours per week. Daily themes are required.

SOPHOMORE YEAR—English Literature, two semesters. First quarter, English Literature, from 1660 to 1744; Second quarter, English Literature, from 1744 to 1798; Third quarter, English Literature, from 1798 to 1832; Fourth quarter, English Literature, from 1832 to 1892.

These courses cover with some minuteness the history of English Literature from the age of Dryden down to the present time. Library work, written reports and theses are required throughout the year.

JUNIOR YEAR.—English Literature, two semesters. First quarter, English Literature from 1557 to 1599; Second quarter, English Literature from 1599 to 1660; Third and Fourth quarters, Shakespeare.

The courses of the first and second quarters take up the history of Literature of the ages indicated above. The purpose of these courses is to get a foundation for the study of Shakespeare, which is given during the second semester.

In the second semester representative plays are taken from each group of Shakespearian plays for detailed study. The student is required to read all of Shakespeare's plays.

GERMAN.

FIRST UNIT.—The elements of Grammar (Spanhoofd, "Die Deutsche Sprache"), including: (1) Careful drill in pronunciation; (2) familiarity with German script and text; (3) memorizing of paradigms; (4) the writing, correcting, memorizing and reciting after correction of all the English-German exercises in this grammar; (5) colloquial daily study to illustrate the principles and the vocabulary introduced; (6) the memorizing of one hundred lines of good German (popular song or narrative prose). One-half year.

The reading and translation of about one hundred pages of simple German (as in Carruth's reader and "Glueckauf"). This reading should involve the reading aloud of the German, and rendering into good idiomatic English, and questions and answers in German upon what is read. Word-for-word translation should not be permitted, save when needed to show the precise force of an idiom. One-half year.

The above work will require, if properly done, four one-hour periods weekly for thirty-six weeks. A wise plan is to begin with the grammar and carry this continuously for five or six weeks. Then introduce the reader; at first, one lesson a week, and then after ten or twelve weeks, increasing the number of lessons from the reader until the grammar lessons have been completed and thoroughly reviewed.

SECOND UNIT.—Additional study of grammar, directed to the details of government, use of the modal auxiliaries, of the subjunctive, and of word order. (Review of the first lessons and study of the equivalents of lessons nineteen to twenty-four in Carruth's Otis's Essentials.) Practice in writing German from dictation, at least eighteen exercises (one a week for half a year, to occupy fifteen to twenty minutes each).

Reading and translation of one hundred pages of connected prose and of Schiller's "Wilhelm Tell," complete. The one hundred pages may be made up from the remainder of Carruth's Reader, together with Zschokke's "Der Zerbrochene Krug," Heyse's "Die Blinden," Storm's "Imensee," and Grimm's

"Maerchen." Also translation of twenty-five standard pages of simplest English into simplest German.

THIRD UNIT.—Review of grammar and completion Caruth's Otis, lessons twenty-five to thirty, with drill on the less usual strong verbs and on the idioms of tense and order. Composition work, consisting chiefly of paraphrases of the German used for translation.

Reading of four hundred pages of standard German, with careful translation and critical understanding. (Some portion of what is translated should always be read aloud in the German.) Suitable works are Freytag's "Die Journalisten," Lessing's "Minna von Barnhelm," Hauff's "Das kalte Herz," Riehl's "Burg Neideckand," Goethe's "Herman and Dorothea."

FRENCH.

1. **ELEMENTARY COURSE.**—Grammar, (Van Daell and Grandgent) and easy reading. Drill in pronunciation and in forms. First Semester.

2. **ELEMENTARY COURSE.**—Continuation of Course 1. Reading of simple prose texts, with exercises in dictation and elementary composition. Second Semester.

3. **MODERN FRENCH PROSE.**—Study of Norimee, Gautier, Hugo, Angier, and others. Dictation and practice in composition and conversation. First Semester.

4. **SCIENTIFIC FRENCH.**—A course intended for students who wish to prepare for the Scientific field. Second Semester.

LATIN.

FRESHMAN YEAR.—Cicero's De Senectute; philosophy of the times; review of the grammar; syntactical drill; outline of the production, first quarter. Cicero's De Amicitia; literary merit; syntactical drill; outline of the production; second quarter. Livy, selections from books I and II; short review of Virgil's Aeneid I-XI; early Roman history; practice in sight reading; syntactical drill; complete outline of Livy, Book I; several passages committed to memory; third and fourth quarters. All conversation in this class will be carried on in the Latin language.

SOPHOMORE YEAR.—Horace, selections from the Odes and Epodes; careful study of prosody and practice in metrical reading; political and literary history of the Augustan age; Syn-

tactical work; first quarter. Selection from the Annals of Tacitus, with a study of his style, syntax and diction; political conditions; sight reading; second quarter. Horace, selections from the Epistles and Satires; political history and social conditions of the times; sight reading; third quarter. Juvenal, selections from the satires; social life and literary history of the times; rapid survey of the preparatory Latin; fourth quarter. All syntactical work and conversation will be carried on in the Latin language.

GREEK.

The emphasis which was formerly placed on the study of the ancient classics has been transferred in modern times to other subjects, such as science, sociology and pedagogy. The effects of this shifting of emphasis have been felt in McPherson College as in all other educational institutions. The educational value of the study of the Greek language is still recognized, however, both as a means of intellectual discipline of the highest worth and as the gateway to an appreciation of the life and civilization of a people which has exerted an immeasurable influence upon modern society. In our classical course three years of good strong work in Greek are offered.

FIRST YEAR.—The first year is given to the mastery of the grammatical principles of the language, the acquisition of a vocabulary, and practice in easy historical reading. Open to third year students in the academy.

SECOND YEAR.—The first semester is given to the study of Xenophon's Anabasis, and the second semester to that masterpiece of Greek literature, Homer's Iliad. Open to college freshmen.

THIRD YEAR.—A quarter each is given to selections from Lysias, Plato, Sophocles and Demosthenes. Open to sophomores.

NEW TESTAMENT.—Courses in the Greek New Testament given in the Biblical Department are also open to collegiate students.

HISTORY.

1. **HISTORY OF EDUCATION.**—Monroe as text. Olin's and Cubberly's outlines. Lectures by the instructor. First twenty-four weeks. Sophomore.

2. GREEK HISTORY.—Bury, with library reference reading. Lectures. Second semester.

3. ROMAN HISTORY.—Shuckburgh, with library reference reading. Lectures. Second semester.

4. HISTORY OF PHILOSOPHY.—Ancient; emphasis on Socrates, Plato and Aristotle; various texts Wintelband; lectures; first semester.

5. HISTORY OF PHILOSOPHY.—Modern; texts, Rogers, Turner, Weber, Wintelband; lectures by instructor; second semester.

6. BIBLE HISTORY.—Two years. See Collegiate Bible course.

MATHEMATICS AND ASTRONOMY.

(a) Mathematics.

1. UNIVERSITY ALGEBRA.—A general review of principles of Algebra is taken up first. The principal topics are quadratics, imaginaries, theory of exponents, ratio and proportion and variation, progression, graphical interpretation of equations, theory of limits, series, methods of undetermined coefficients, binomial theorem, choice and chance, determinants, theory of equations, solution of numerical higher equations by graphic method and Horner's method. One-half of problems required besides all demonstrations. Time, eighteen weeks, first semester, four hours.

2. TRIGONOMETRY, Plane and Spherical.—Careful attention is paid to the consistent and scientific development of the fundamental principles and definitions. The course embraces the relation of the six functions, as ratios, circular measurement of angles, proof of principal formulas, construction and use of trigonometrical tables and the solution of right and oblique triangles. Many practical problems are required to be solved. Time, eighteen weeks, second semester, four hours.

3. ANALYTIC GEOMETRY.—Elements of plane analysis, including the geometry of conic sections. Some of the fundamental elements of solid analytics are presented. Smith and

Gale's "Introduction to Analytic Geometry" the text. Time, eighteen weeks, first semester, four hours, elective.

4. CALCULUS.—Elementary courses in differential and integral calculus. Fundamental principles and general methods, with practical application to problems. Granvill's "Differential and Integral Calculus" used as text. Time, eighteen weeks, second semester, four hours, elective.

(b) Astronomy.

The department has a four-inch telescope, made by W. D. Mogey & Company, noted telescope makers. It is a high grade instrument and has proven its value in the work of several classes. The instrument is sixty inches focal length, supplied with usual eye-pieces, reaching a power of 300 diameters, besides a solar and a micrometer eye-piece, and spectroscopic attachment. The department has a celestial globe, transit instrument, projection lantern and a large reference list of latest books, magazines and monographs.

1. DESCRIPTIVE.—Regular text book work, supplemented by lectures and investigation of special subjects. Course embraces a study of the facts and principles, the earth, moon, planets, comets, stars, nebulae, the structure of the heavens, and the various astronomical theories. Laboratory work, six hours per week. Notes of observations required besides theses and star maps. Time, nine weeks, third quarter, four hours, elective.

2. DESCRIPTIVE.—The more theoretical and mathematical part of astronomy is presented. General research and papers on special subjects as history, theories, the use of instruments. Laboratory work, six hours per week. Notes of observations required besides papers. Time, nine weeks, fourth quarter, four hours, elective.

CHEMISTRY.

The chemistry department, located in the basement, is well equipped. The laboratory room for experimental work accommodates forty students working at one time. There are good chemical tables with drawers and lockers. General apparatus includes chemical charts, gas generators, gasometers, gas cylinders, analytical and general balances, spectroscope, spectrometer, projection lantern, drying ovens, water baths, endiome-

ters, burettes, thermometers, besides complete stock of glass-ware, chemicals, and smaller pieces of apparatus. Each student is loaned the apparatus necessary for individual use. An excellent reference library, consisting of principal text books, journals and other publications relating to chemistry, is in an adjoining room. While in the courses given, the text books are used as guides, the instruction is in no case confined to what is in the book. Students are referred to standard publications bearing on their work. Further, the chief instruction in every course is that given in the laboratory.

1. GENERAL INORGANIC CHEMISTRY.—This course comprises a study of the most important chemical facts: First, the physical and chemical characteristics, the preparation and recognition of the principal elements and their compounds, the fundamental principles, processes, and definitions, and some of the modern chemical theories; second, the practical application of chemistry to every day life and to useful arts. Regular text book work supplemented by lectures and class demonstrations. Course covers the non-metallic elements and their compounds. Physics required as a basis. Laboratory work, four hours per week. Note book of experiments performed and chemical reactions is required, as also thesis and carefully written abstracts of lectures. Time, eighteen weeks, first semester, four hours.

2. GENERAL INORGANIC CHEMISTRY.—Continuation of course 1. Course embraces a careful study of the laws of the subject; a comprehensive study of the metals, their properties, general reactions, and tests; a solution of many problems of a chemical nature. Note book of experiments performed and chemical reactions is required, as also thesis and abstract of lectures. Laboratory work, four hours per week. Time, eighteen weeks, second semester, four hours.

3. QUALITATIVE CHEMISTRY.—Open to all who have had Course 1. It comprises a study of those reactions of the elements and their compounds that are used in their detection. This is followed by the practical application of the knowledge thus gained to the analysis of unknown substances both in the solid form and in solution. Regular text book work in qualitative analysis and metallurgy, besides lectures and investigative work in chemical subjects. Laboratory work, four hours per

week. Notes of experiments and reactions required besides theses. Time, eighteen weeks, first semester, four hours.

4. **QUANTITATIVE CHEMISTRY.**—Comprises a large number of gravimetric and volumetric determinations, together with the study of the chemistry of the operations involved. Analysis of a number of unknowns. Laboratory work, six hours per week. Recitations on work and processes involved, history of chemistry, and general theories. Notes of experiments and reactions required, besides thesis. Time, eighteen weeks, second semester, four hours.

5. **ORGANIC CHEMISTRY.**—A study of carbon compounds and their derivatives. Regular text book work supplemented by lectures and investigative work. Laboratory work, six hours per week. Notes of experiments and reactions required besides theses. Time, eighteen weeks, first semester, four hours.

6. **ADVANCED INORGANIC.**—Course embraces a more extended investigation of the elements, the laws, and the theories of chemistry than given in Course 1. "Ostwald's Principles of Chemistry" used as basis. Laboratory work, six hours per week. Notes of experiments required besides theses. Time, eighteen weeks, second semester, four hours.

PHYSICS.

This department is well supplied with standard apparatus for class demonstration and for both qualitative and quantitative experimental work in dynamics, heat, light, sound, magnetism and electricity. Besides the general supplies, the apparatus includes a linear expansion apparatus, Atwood machine, impact apparatus, tensile strength apparatus, torsion apparatus, elasticity apparatus, torsion pendulum, inertia apparatus, analytical and Jolly balances, spherometer, cathetometer, mechanical powers, centrifugal force apparatus, air pump, hydrometers, calorimeters, barometers aneroid and Fortin, Boyle's law tube, vacuum gauge, thermomultiplier, air thermometers, reflectors, thermometers chemical and differential, maximum and minimum, sonometer, Knudt's apparatus, Chladni's apparatus, manometric flame apparatus with rotator, gratings, photometers, polariscope, voltmeters, ammeters, millivoltmeters, resistance boxes, standard cells, D'Arsonval galvanometer, dynamo, induction coils, Wheatstone bridge, rheostats, transformer, earth inductor, spectroscope, spectrometer, wireless telegraphy outfit,

X-ray outfit, Holtz machine. Many new pieces are being added as rapidly as possible. All the ordinary experiments given in a year's course of college physics can be performed. In the library are many standard books and articles relating to the subject.

1. **MECHANICS.**—Open to sophomore collegiates and those having had Physics 1, geometry, trigonometry and university algebra. Course embraces an extended investigation of laws and principles of mechanics, hydrostatics, and pneumatics. Laboratory work, ten hours per week. Drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks, first quarter, four hours.

2. **HEAT.**—Continuation of Physics 1. Course embraces a discussion of laws and principles of expansion, calorimetry, fusion, vaporization, boiling, conduction and radiation, and thermodynamics. Laboratory work, ten hours per week. Drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks, second quarter, four hours.

3. **SOUND AND LIGHT.**—Continuation of Physics II. Course embraces a study of the principles, laws and theories forming the basis of acoustics and optics. Laboratory work, ten hours per week. Drawings and notes of experiments required. Practical problems given. Time, nine weeks, third quarter, four hours.

4. **ELECTRICITY AND MAGNETISM.**—Continuation of Physics III. Course embraces laws and principles underlying electrostatics, magnetism, and current electricity. Laboratory work, six hours per week. Drawings and notes of experiments required. Practical problems given. Time, nine weeks, fourth quarter, four hours.

BIOLOGY.

The material equipment consists of a good quality of modern Bausch & Lomb compound microscopes, besides projection microscope, stereopticon, microtomes, paraffine baths and other general apparatus. There is a large and complete supply of staining agents, mounting media, and apparatus necessary for biological and histological work. The student is enabled by taking advantage of the elective work to secure an extended course in zoology along the lines of cytology, embryology, bacteriology, and comparative anatomy. For study along these

lines, the department has Bausch & Lomb compound microscopes fitted with Abbe condensers, mechanical stages, micrometer eyepieces, and oil immersion lenses, incubators, Arnold steam sterilizers, Bausch & Lomb automatic microtome, paraffine baths, and other general apparatus. There is a large and complete supply of staining agents, mounting media, and chemicals to make cultures. Many recent and valuable books are in the reference library.

(a) **Zoology.**

1. **GENERAL BIOLOGY.**—Open to junior collegiates who have had Zoology 1, Academic Course or its equivalent. Course embraces regular recitations and lectures, also a prescribed course in supplemental reading. Laboratory study embraces a study of cell, amoeba, bacteria, star fish, clam, earthworm, frog, both gross and microscopic. Drawings and notes required, besides thesis. Time, eighteen weeks, first semester.

2. **CTYOLOGY.**—A laboratory course, supplemented by recitation, lectures, and readings, which embraces a study of the cell with special reference to the maturation, fertilization, cleavage, and protoplasmic structure. Careful attention given to technique of the subject. Laboratory work six hours per week. Notes and drawings required. Time, eighteen weeks. First semester, four hours.

3. **EMBRYOLOGY.**—Recitation, lectures, and readings on development of frog, chicken, and human embryos. Laboratory course embraces a study of development of chicken and a study of embryos in the collections. Laboratory work six hours per week. Notes and drawings required, besides thesis. Time, eighteen weeks. First semester, four hours.

4. **BACTERIOLOGY.**—A study of the typical forms of non-pathogenic and pathogenic bacteria. Course embraces a study of culture processes, sterilization, and other technical methods besides determinative work. Laboratory work, six hours per week. Notes and descriptions of experiments required, besides drawings. Time, eighteen weeks. Second semester, four hours.

5. **COMPARATIVE ANATOMY.**—The course embraces a minute study of structure and arrangements of organs and tissues. Recitations, lectures and research work. Laboratory six hours per week. Drawings and mounts required. Throughout the year, four hours.

(b) Botany.

1. **GENERAL BIOLOGY.**—Continuation of Zoology 1, college course, and is open to junior collegiates who have had Botany 1, academic course. The study of Cryptograms is taken up in detail and some time spent on phanerograms. Recitations, lectures, and supplemental reading given. Time, eighteen weeks. Second semester.

PHYSIOLOGY.

The Physiology department is thoroughly equipped with approved modern apparatus for demonstration and experimental work. The apparatus consists of stereopticon with microscope and opaque projections, microscopes, charts, manikin, skeleton, microtome, staining and mounting media, and a large collection of slides. Besides the apparatus, the department possesses a library which contains the latest reference books and other literature pertaining to the subject.

Courses.

1. **COLLEGE PHYSIOLOGY.**—Open to Senior Normals and Freshman Collegiate students. Requirements Physiology 1 of Academic or its equivalent. Lectures and demonstrations given. Students should have completed at least one course in chemistry and zoology in order to better understand the explanations and the text book. The course embraces a study of the tissues, the skeleton, the digestive and circulatory apparatuses, the muscular, nervous, and other systems, besides the laws and principles underlying the processes of the human body. Laboratory work, which includes mounting, microscopic study, and drawings of the principal tissues of the body, a study of the human skeleton, and dissection work, four hours per week. Notes, drawings, and theses required. Recitations three times per week. Time, twenty-seven weeks. First, second and third quarters.

2. **HISTOLOGY.**—This course embraces preparing, fixing, embedding, sectioning and staining of tissues and all microscopic and histological technique. A careful study is made of the elementary tissues and structure of the organs of animals. It is a laboratory course combined with recitations, lectures, and reading. Notes, drawings, and theses required. Time, eighteen weeks, second semester, four hours.

GEOLOGY.

This department has a collection of about one thousand specimens of minerals and rocks, a large collection of fossils, a fine collection of corals and seashells, besides a department library of latest books. McPherson County is located in quite interesting and extensive geological formations, as the equus beds, Permian group, and Dakota formation. County is rich in fossils. College is equipped for doing determinative work in mineralogy.

Courses.

1. GEOLOGY.—Course embraces a study of crystallography, and a study of the common minerals and rocks so that the student may identify them. An elementary knowledge of paleontology is obtained by study of fossils in the collection. Regular text book work embraces a study of physiographical, dynamical and historical geology. Lectures given. Trips to the most important geological formations are taken. A collection of forty rocks and minerals required. Theses required, besides notes of lectures. Time, eighteen weeks, second semester, four hours.

2. MINERALOGY.—A course offered to those who have had courses in general chemistry and physics. The properties, methods of investigation, and uses of minerals and rocks, a study of crystallography, and the determination of about forty rocks, are included in the course. Laboratory work, four hours per week. Time, eighteen weeks, four hours by appointment.

POLITICAL ECONOMY, POLITICAL SCIENCE AND SOCIOLOGY.

1. ECONOMICS.—This course is introductory, and acquaints the student in a general way with the terms, problems and schools of economy. Four hours. Lectures, text and reference, Walker, Blackmar and Hadley. First semester, normals and freshmen.

2. THE STATE.—The origin, nature, function and powers of the state will be investigated. Five hours, second half of first semester. Wilson's "The State" will be the basis, with lectures and reference reading. Juniors.

3. INTERNATIONAL LAW.—Woolsey is made the basis for this course. First half of first semester. Juniors.

4. SOCIOLOGY.—A general introduction to sociology. "Small and Vincent" is made the basis, supplemented by lec-

tures. Special reference reading and thesis. Four hours, second semester. Seniors.

PHILOSOPHY.

1. GENERAL PSYCHOLOGY.—A junior college and normal course. The simple facts and truths of the human mind and its development taught in a practical way. Very helpful to teachers. Text, Angell, James, lectures, reference reading and laboratory work. Four hours, first semester. College and Normals.

2. GENETIC PSYCHOLOGY.—A course in which Morgan, James, Kirpatrick, Monographs on Annual Psychology, etc., are made the basis, supplemented by lectures, laboratory work and theses. Four hours, second semester. Juniors.

3. ANCIENT HISTORY OF PHILOSOPHY.—A course in the history of philosophical systems with lectures and discussions as to their values. Text, Rogers and Wintelband, and lectures. Four hours, first semester. Seniors.

4. MODERN HISTORY OF PHILOSOPHY.—A study in the theory of thought and knowledge, and of modern philosophy in which an attempt is made to discover the principles which underly the problems in question, and to find, if possible, a conception of being in which the mind can rest. It is a critical study throughout. Rogers, Wintelband and classics by philosophers are used as texts, supplemented by lectures, reference readings and thesis. Four hours, second semester. Seniors.

5. ETHICS.—The science of human duty. A study of the principles that underlie moral obligations, and of the nature of these obligations. Text book, Dewey-Tufts; lectures, thesis. Four hours, first semester. Seniors.

6. CHRISTIAN THEISM.—A study of the nature and conditions of the Theistic Proof, and of the philosophical basis of the conception of the Christian God. Four hours. Lectures, text, discussion. Second semester. Seniors.

7. PHILOSOPHY OF EDUCATION.—(See Normal.)

A College Course a Study in Philosophy.

It is the purpose of a Collegiate course to give the student a proper foundation for his philosophy of life. In order that he may be given a true conception of reality it is necessary

to put him into touch with those great thinkers who have thought so much of truth. It is especially the mission of the Christian College to show in its true significance the influence of Christ's teachings in the evolution of modern society. The outcome of such a collegiate course is not simply a degree to be attached to one's name, nor yet a state of culture, but a true conception of life and a character in harmony therewith.

THE TABULATED COURSES.

Notes on Electives and Substitutions.

(See following tables.)

1. In the Freshman year of the Scientific course Political Economy and advanced work in Chemistry may be substituted for French.
2. Students desiring more work in Science may elect Bacteriology, Embryology, Cytology and Comparative Anatomy.
3. Candidates for the A. B. degree without Mathematics must have at least four years of Latin.
4. Candidates for the B. S. degree without Latin must elect an extra year of Mathematics.
5. Candidates for the State Certificate must elect a year's work in the professional pedagogical subjects.
6. Students interested in Biblical and Theological subjects may choose their electives from the collegiate Bible course.

FRESHMAN YEAR (College).

FIRST SEMESTER		CLASICAL.	SCIENTIFIC.
First Quarter.		Aanabasis General Chemistry De Senectute Rhetoric and Composition	University Algebra General Chemistry French Rhetoric and Composition
Second Quarter.		Aanabasis General Chemistry De Amicitia Rhetoric and Composition	University Algebra General Chemistry French Rhetoric and Composition
Third Quarter.		Homer's Iliad General Chemistry Livy Rhetoric and Composition	Trigonometry General Chemistry French Rhetoric and Composition
Fourth Quarter.		Homer's Iliad General Chemistry Livy Rhetoric and Composition	Trigonometry General Chemistry French Rhetoric and Composition

SECOND SEMESTER

FIRST SEMESTER

SOPHOMORE YEAR.

FIRST SEMESTER.		SECOND SEMESTER.	
	CLASSICAL.	SCIENTIFIC.	
First Quarter.	Memorabilia Advanced Physiology Horace (Odes) English Literature	Greek History Advanced Physiology History of Education English Literature	
Second Quarter.	Plato (Apology) Advanced Physiology Tacitus English Literature	Greek History Advanced Physiology History of Education English Literature	
Third Quarter.	Sophocles Advanced Physiology Horace English Literature	Roman History Advanced Physiology Philosophy of Education English Literature	
Fourth Quarter.	Demosthenes De Corona Astronomy Juvenal English Literature	Roman History Astronomy Philosophy of Education English Literature	

JUNIOR YEAR.

		SCIENTIFIC.
CLASSICAL.		Biology Economics Psychology 16th Century Literature
First Quarter.	History of Education Greek History Psychology 16th Century Literature	Biology Economics Psychology Milton
Second Quarter.	History of Education Greek History Psychology Milton	Biology Geology Psychology Shakespeare
Third Quarter.	Philosophy of Education Roman History Psychology Shakespeare	Biology Geology Psychology Shakespeare
Fourth Quarter.	Philosophy of Education Roman History Psychology Shakespeare	

FIRST SEMESTER

SECOND SEMESTER

SENIOR YEAR.

	SENIOR YEAR.	
	CLASSICAL.	SCIENTIFIC.
First Quarter.	Zoology Life of Christ Ethics History of Philosophy	Biblical Literature Life of Christ Ethics History of Philosophy
Second Quarter.	Zoology Life of Christ Ethics History of Philosophy	Biblical Literature Life of Christ Ethics History of Philosophy
Third Quarter.	Sociology Christian Theism Geology History of Philosophy	Sociology Christian Theism Biblical Literature History of Philosophy
Fourth Quarter.	Sociology Christian Theism Geology History of Philosophy	Sociology Christian Theism Biblical Literature History of Philosophy

FIRST SEMESTER

SECOND SEMESTER

PRE-MEDICAL AND PRE-ENGINEERING COURSES.

AIM.—Most of the young people who attend our special institutions to learn a profession are not prepared to do the best they could do. They come from our high schools or common schools thinking that to become a physician or surgeon, civil, mechanical, or electrical engineer, does not require the extended technical work which is necessary for success in such work. Over one-half fail in reaching the desired goal, and about one-half of the remainder just manage to get through and are crippled for rapid advancement because of the lack of thorough preparation. Our course aims to furnish just that element, the good, strong foundation for future work in the great technical schools, and thus secure to each student the success which he covets.

NEW DEPARTMENT.—McPherson College is abreast of the times. We recognize that it takes technical education to prepare the young man or the young woman for success in this day of specialization. In order to meet this growing demand, the college offers two special courses, the Pre-Medical and the Pre-Engineering. The young man can not afford to miss the great opportunities of the age. It is a day of great achievements in trades, sciences, and professions. Innumerable positions are opening every day to those prepared to do the work. These courses offered by McPherson College help to open the door to success. Come and prepare.

Deficiencies and Units of Admission to State University Engineering Department.

The candidate may be admitted to the Freshman class, although deficient in some of the requirements as laid down below, provided such deficiency does not exceed three units, and that not more than one unit be in any one required subject.

Applicants for admission are advised to come without deficiencies, and to be especially well prepared in algebra and geometry.

An entrance unit represents five periods a week, of not less than forty minutes each, for thirty-five weeks. A unit in the School of Engineering represents five periods a week for a half-year. In making up deficiencies in University classes, one School of Engineering unit is counted as equivalent to one entrance unit.

Subjects for Admission.

Fifteen units are required for admission, apportioned as follows:

REQUIRED.—Mathematics 1, 2, 3, algebra and plane and solid geometry, three units; English 1, 2, 3, three units; Physics, one unit; Free-hand Drawing, one unit; Foreign Language (may be French or German or Latin, 3 units of one, or 2 units of any one and 1 unit of any other), three units; a total of 11 units required.

OPTIONAL.—Latin 1, 2, 3, three units; German 1, 2, 3, three units; French 1, 2, 3, three units; Greek and Roman History, one unit; English History, one unit; American History, one unit; Chemistry, one unit; Higher Algebra and Plane Trigonometry, one unit; Botany, one unit; Zoology, one unit; Economics, one unit; Manual Training, one unit; Physical Geography, one unit; a total of four units optional.

Four units must be chosen from the optional list.

Admission to Advanced Studies of State University.

For any advanced rank, the applicant must have completed all of the studies of the course below the rank for which he applies, including the entrance requirements, or their substantial equivalent.

McPherson College in its scientific work is fully prepared to meet the above requirements to admission and to give credits to students for advanced work. More personal work can be given here than in the larger institutions, because our classes are smaller. The standard is just as high, and just as careful and precise work is required of the student as in the State University.

Requirements for Admission to Kansas State University Medical College.

When the Medical School was first established, it was considered that the subjects required for entrance to the College of Liberal Arts was sufficient for entrance to the Medical School. The class entering September, 1907, was the last accepted by the University of Kansas on a total of fifteen high-school units. The following year the Freshman year of college work was required, and this year the Freshman and Sopho-

more years. This is in accordance with the practice of the best schools of the United States. Even with the requirements placed so high, the student of medicine will need practically all of his time for study, and if he must make a portion of his expenses while in school, unless he has unusual ability, more than four years will be required to finish the course.

Studies Recommended in the High School.

In the high school, the student who wishes to take the medical course is recommended to get three years of Latin, a course in beginning chemistry, and algebra, geometry and trigonometry. For the other requirements he should consult the general catalogue of the University.

Studies Recommended in the College.

In his first year, first term, he should take beginning chemistry, if he has not had it in the high school, or a more advanced course, if he has had this, preferably qualitative analysis. He should also take physics and German, French, or English. In the second term he should continue these subjects. In order to obtain a reading knowledge of German, about twenty hours of work are required, which necessitates the study of German throughout the first two years. A single year spent on German is practically wasted. In order to obtain a reading knowledge of French about ten hours are necessary for the average student, but efficiency is greatly increased if fifteen hours are taken.

During the second year organic chemistry should be studied; German and French, the latter, possibly, only the first term. Comparative anatomy or a course in general biology or zoology, with laboratory work, should be pursued throughout the year. McPherson College is fully prepared to meet the above requirements to the State University. (See Courses.)

SPECIAL COURSE PREPARATORY TO PRE-MEDICAL AND PRE-ENGINEERING COURSES.

FIRST SEMESTER.			
First Quarter	FIRST YEAR	SECOND YEAR	THIRD YEAR
	Algebra Kansas History Rhetoric German	Geometry Ancient History German Expression Penmanship	American Literature German Physics Zoology
Second Quarter	Algebra Civil Government Rhetoric German	Geometry Ancient History German Expression Penmanship	American Literature German Physics Zoology
Third Quarter	Algebra Descriptive Geography Higher Grammar German	Geometry Botany German English History Penmanship	English Literature German Physical Geography Physics
Fourth Quarter	Algebra Descriptive Geography Higher Grammar German	Geometry Botany German American History Penmanship	English Literature German Physical Geography Physics
SECOND SEMESTER			

PRE-MEDICAL COURSE.

		PRE-MEDICAL COURSE.	
FIRST SEMESTER	First Quarter.	FRESHMAN YEAR.	SOPHOMORE YEAR.
		Advanced Physiology General Chemistry Rhetoric	Mechanics Qualitative Chemistry Biology Psychology
	Second Quarter.	Advanced Physiology General Chemistry Rhetoric	Sound Qualitative Chemistry Biology Psychology
	Third Quarter.	Histology General Chemistry American Poets	Light Quantitative Chemistry Biology Psychology
SECOND SEMESTER			
	Fourth Quarter.	Histology General Chemistry American Poets	Electrics Quantitative Chemistry Biology Psychology

PRE-ENGINEERING COURSE.

FIRST SEMESTER		FRESHMAN YEAR	SOPHOMORE YEAR
First Quarter		University Algebra General Chemistry Rhetoric	Mechanics Qualitative Chemistry Psychology
Second Quarter		University Algebra General Chemistry Rhetoric	Sound Qualitative Chemistry Psychology
Third Quarter		Trigonometry General Chemistry American Poets	Light Quantitative Chemistry Geology Psychology
Fourth Quarter		Trigonometry General Chemistry American Poets	Electrics Quantitative Chemistry Geology Psychology
SECOND SEMESTER			

THE ACADEMY

NATURE AND PURPOSE

SUBJECTS OF INSTRUCTION

THE TABULATED COURSES

PURPOSE.

The academic courses are intended to prepare students for the corresponding courses in the college. For those who are unable to pursue their education further, these courses will serve as the best preparation for practical life.

Students may be admitted to the first year of the academy on completion of the eighth grade or on presentation of a second grade teacher's certificate.

Description of Subjects of Instruction.

ENGLISH.

I. ENGLISH.—Two semesters. This course takes up an advanced study of grammar, and the fundamentals of rhetoric. The prerequisite of the course is a thorough knowledge of Hoenshell's Grammar. The text used is something equivalent to Scott and Denney's High School Rhetoric. Daily themes are required.

II. ENGLISH.—Two semesters. Four hours per week. The following works will be studied in detail: The House of Seven Gables, Silas Marner, Ivanhoe, The Last of the Mohicans, and The Ancient Mariner.

Composition work will be required throughout the year. Four hours per week library work required. Written reports of all library work must be presented to the instructor.

III. ENGLISH.—Two semesters. Four hours per week. The first semester is given to a study of American Literature. A manual of the history of American literature will be used. Selections from the standard authors will be studied in detail.

The work of the second semester consists of a study of the field of English Literature. A manual of English Literature will be used as a guide. Macbeth, The Cornus, Chaucer's Prologue, and other books as selected, will be studied in detail.

Library work, written reports and compositions required throughout the year.

GERMAN.

I. German Beginning.—A course in the study of the grammar, together with sight reading and translation and the writing of German script. First semester.

II. Glueck Auf, Carruth's German Reader, conversation and the grammar continued. Second semester.

III. Der Neffe als Onkle, Die Jungfrau von Orleans, Wilhelm Tell, and Herman und Dorothea. All year.

IV. Nathan der Weise, Goethe's Faust, parts I and II, and study of grammar. All year.

LATIN.

FIRST YEAR.—Collar and Daniell's First Year Latin. In all written exercises the long vowels will be carefully marked, and in all oral work special attention will be given to acquire a correct pronunciation. First, second and third quarters. Twenty pages of Caesar, with prose composition and careful training in the use of the grammar; drawing of maps to indicate the geography of the country, Caesar's campaigns, etc. Fourth quarter. The aim of this year's work is a thorough knowledge of the paradigms, the acquisition of a vocabulary, and practice in reading.

SECOND YEAR.—Caesar continued until four books or their equivalent are finished, with at least one period a week in prose composition; careful drill on constructions and vocabulary of Caesar; systematic study of the grammar throughout the year; and the history he narrates. First chapter of Caesar will be committed to memory, and special attention will again be given to the construction of maps showing the various expeditions of Caesar. First, second and third quarters. Cicero, first three orations against Cataline, with the equivalent of one period a week in prose composition; study of Cicero's style and diction, and historical background; syntactical drill; careful outline of each oration. Fourth quarter.

THIRD YEAR.—Cicero, continued; fourth oration against Cataline, the one for the poet Archias, and the one concerning the Manilian law; prose composition; syntactical drill; course in grammar continued; outline of each oration. First quarter. Virgil's Aeneid, six books; systematic study of Murray's mythology; careful practice in metrical reading; prosody; literary merit; syntactical drill and composition. Several passages and numerous mottoes and maxims will be committed to memory. Second, third and fourth quarters.

GREEK.

In our classical course three years of work in Greek are offered, one year of which must be taken in the third year of the Academy course. This first year's work is given to the mastery of the grammatical principles of the language, the acquisition of a vocabulary, and practice in easy historical reading.

MATHEMATICS.

Of the work in mathematics, two things are especially urged: first, that it shall develop in the student a certain degree of mathematical maturity and that it shall make him familiar with the subject matter and methods; second, that it shall furnish him with certain facts, an accurate knowledge of which is indispensable to advancement. Most students fail in work because they are poorly equipped. They can not perform the ordinary operations of Arithmetic or Algebra either rapidly or accurately. Then, when students enter higher work they have to spend much of their time in studying those things with which they ought to be familiar, instead of spending their time and energy on the new work. Therefore the students, who enter mathematics, must be careful and not begin too far along and thus be handicapped, and not keep the pace which is set by those properly prepared. It is not sufficient that a student should once have known his mathematical facts, he must know them at the time he begins work. The object of the course in mathematics is twofold: first, to train the mind to habits of logical and independent thought; second, to give to the mind an increase of power.

The work is conducted mainly by recitations from text books. Practical use of mathematics, as well as cultural value is kept in view. Precision, clearness, and neatness are insisted upon. Recitation work will involve a test of the student's ingenuity and of their preparation by original exercises.

1. HIGH SCHOOL ALGEBRA.—In the study of mathematics, future efficient work must be based on thoroughness in Algebra; therefore, students should make careful preparation before attempting subsequent work. In almost all cases where students in physics and advanced mathematics have great difficulty it has been due to defects in a knowledge of Algebra.

Algebra is the cornerstone of analytical reasoning, hence comprehension and facility in this study leads to rapid advancement and an understanding and appreciation of higher mathematics.

Course embraces review of fundamental operations, factoring, determination of the least common multiple and the highest common factor, fractions, literal and numerical equations of the first degree with one or several unknown quantities, graph of linear equations, powers and roots, theory of exponents including positive and negative exponents, both fractional and negative. Much supplemental work given. One-half of problems required. Time, eighteen weeks. First semester, four hours.

2. HIGH SCHOOL ALGEBRA.—Continuation of Mathematics 1. Course embraces radical quantities, quadratics both numerical and literal with one or two unknown quantities, graphs of quadratics, ratio and proportion, progresions both arithmetical and geometrical with applications, indeterminates and inequalities, variation, fundamental principles and operations of logarithms using a four-place table, binomial theorem, any exponent, and some elemental work in indeterminate coefficients, series, and supplemental work given. One-half problems required. Time, eighteen weeks. Second semester, four hours.

3. PLANE GEOMETRY.—The prominent aims of geometry are to develop logical reasoning power, clear conception and accurate language, for securing which this study is unsurpassed. Theoretical demonstrations, construction work and original exercises given. The usual theorem and constructions which include the general properties of plane rectilinear figures, the circle, the measurement of angles, similar and regular polygons, areas, measurements of circle, loci, symmetry, variables and limits, maxima and minima, and numerical properties of lines and figures. All the original exercises required besides the principles, definitions, axioms and corollaries. Time, eighteen weeks. First semester, four hours.

4. SOLID GEOMETRY.—The usual theorems and constructions, including the relations of planes and lines in space, the principles of dehdral and polyhedral angles, the properties and measurements of prisms, pyramids, cylinders, cones, spheres, and spherical triangles, the elements of conic sections. Solution

of original exercises required. Time, eighteen weeks. Second semester, four hours.

SCIENCE.

The aim of this department is to bring the student into direct contact with nature and its truths and hence while there are regular recitations and lectures to give broad and general views, there is a large amount of laboratory work in which facts are learned first hand, and the methods and manipulations necessary to secure the facts are practiced by the student individually. It is believed and experience has shown that the student acquires an intellectual independence and power to acquire knowledge direct from nature by this personal work rather than the use of text books and lectures alone. The observation power and the judgment is exercised and developed by such a process.

(a) Physical Sciences.

Besides the apparatus mentioned under physics in the description in the college department, this department has all the smaller apparatus necessary to perform all experiments in any text in beginning physics. Apparatus, such as simple balances, meter sticks, calipers, pendulum, mechanical powers, simple photometers, lenses, prisms, organ pipes, tuning forks, resonators, color discs, conduction apparatus, connection apparatus, thermometers, magnets, and in fact all the numerous simple pieces which are used in a qualitative study of the fundamental laws underlying physical phenomena, are in the laboratory. The library contains many standard books and articles relating to the subject. In geography there is a set of wall maps, an excellent mounted set of relief maps, and a fine tellurian. The large collection of rocks and minerals and fossils are accessible for class use.

Courses.

1. DESCRIPTIVE GEOGRAPHY.—Course embraces a study of the physical phenomena connected with the earth, a study of the peoples, forms of government, and the natural and political divisions of earth. Regular text book work with reference work. Time, eighteen weeks. First semester, daily.

2. PHYSICAL GEOGRAPHY.—The course lays a foundation for later geological study and calls attention to the forces now

affecting the earth's crust. Quite a comprehensive study is given to the solar system and the earth is considered as a celestial body, also the erosion and disintegration of the earth's surface, the formation of soils, and the relation of the physical features of the earth to man. Lectures, recitations and laboratory work. Spring semester.

3. **ELEMENTARY PHYSICS.**—This course is designed to acquaint the student with the more important phenomena and with the principles involved in their explanation. The elements of mechanics, statics, kinematics, heat, sound, light, magnetism and electricity are taught. Regular text book work supplemented by lectures. Students are required to keep drawings and notes of experiments, and to work out the problems embracing the principles. Laboratory work four hours per week. Recitations four hours per week. Time, thirty-six weeks.

(b) Biological.

There is a large collection of stuffed animals, and a fine collection of preserved material for illustration, several hundred slides, drawings of all type animals, tables, pans and complete supply for laboratory work. There has recently been added quite a collection of Lepidoptera, besides a general collection of insects for class work in classification. In Botany there is a large herbarium, slides and other necessary things for efficient laboratory work. There is a large number of recent and valuable books in the library for reference work. McPherson County is rich in flora and fauna since in it are four or five geologic formations. The basin area is especially rich in protozoa, while two rivers and several running streams and many springs are rich in cryptograms and lower animal forms.

1. **ELEMENTARY PHYSIOLOGY.**—Course designed to give general principles of physiology and hygiene, and to prepare students for advanced work. Regular text book supplemented by illustrations, dissections and lectures. Time, eighteen weeks. First semester, daily.

2. **ELEMENTARY BOTANY.**—This course embraces a study of plant relations and structures, plant morphology, and economic Botany. Regular recitations supplemented by lectures. Laboratory work four hours per week. Drawings and notes of experimental work required, besides a collection of classified plants. Time, eighteen weeks. Second semester, four hours.

3. **ELEMENTARY ZOOLOGY.**—The instruction includes regular text book work and lectures on various subjects, embracing systematic zoology, morphology, embryology, and economic, and historical zoology. Laboratory work embraces an examination and dissection of the rabbit, bird, snake, frog fish, crayfish, clam, earthworm, grasshopper, starfish, hydra, and amoeba. Notes of lectures, drawings of dissections, and collection of insects required. Particular attention is paid to external form and to digestive, nervous, circulatory, respiratory, renal and reproductive systems in the laboratory work. Time, thirty-six weeks. First and second semesters, four hours.

ACADEMIC.

	FIRST SEMESTER		SECOND SEMESTER	
	FIRST YEAR.		SECOND YEAR	
First Quarter	Algebra English I Descriptive Geography Orthography Vocal Music		Algebra American History English II. Latin I. or German I. Penmanship	
Second Quarter	Algebra English I. Descriptive Geography Orthography Vocal Music		Algebra American History English II. Latin I. or German I. Penmanship	
Third Quarter	Algebra English I. H. S. Arithmetic Physiology Kansas History		Geometry Physical Geography English II. Latin I. or German I. Penmanship	
Fourth Quarter	Algebra English I. H. S. Arithmetic Physiology Civil Government		Geometry Physical Geography English II. Latin I. or German I. Penmanship	

ACADEMIC (Continued).

FIRST SEMESTER		THIRD YEAR.	FOURTH YEAR.
First Quarter.		Geometry Ancient History. Caesar or German II Expression	English III Cicero or German III Greek or Zoology Physics
Second Quarter.		Geometry Ancient History Caesar or German II Expression	English III Virgil or German III Greek or Zoology Physics
Third Quarter.		Geometry Ancient History Caesar or German II Expression	English III Virgil or German III Greek or Zoology Physics
Fourth Quarter.		Geometry Modern History Cicero or German II Botany	English III Virgil or German III Greek or Zoology Physics

NOTE:—In Second, third and fourth year academy, take I Latin for Classical course, German or Latin for Scientific. In fourth year take Greek for Classical course and Zoology for Scientific. Sixty-four points are required to finish. Vocal music counts one point; penmanship one. First class grades in common branches of first year Academic will be accepted from second grade certificates. Or competent students, may, on entering, take special examination and receive credit on first year common branches when grade is ninety or above.

THE DEPARTMENT OF EDUCATION.

NATURE AND SCOPE

SUBJECTS OF INSTRUCTION

THE TABULATED COURSES

Nature and Scope.

The department of education is designed for those preparing to teach and also to acquaint those who do not teach with the general field of education. This leads to the degree of Bachelor of Scientific Didactics. This course affords every opportunity to teachers to qualify themselves thoroughly for the highest success in their noble calling. To make teaching not a trade, but a profession, a high calling. We aim to meet competition not by cheapening our goods, but by offering superior advantages to all.

The First Four Years' Work has been arranged parallel, as far as possible, with the Academic course, so that any one who has finished an academy course of equal scope and thoroughness can take up the distinctively professional work and so complete the course the more readily.

ENTRANCE REQUIREMENTS.—Students may be admitted to the first year of the Normal course on completion of the eighth grade work when standing is first class, or on the presentation of a second grade teacher's certificate. Students not holding a high grade diploma will need to do the sub-academic or sub-normal work or pass a satisfactory entrance examination with the instructor. Special emphasis is placed not only upon a thorough knowledge of all the common branches but also upon the ability to teach these successfully by the best and latest methods. Entrance will in all cases be subject to the discretion of the head of the department. Students holding third grade certificates are not admitted unconditionally. Their standing will be determined in accordance with the grades recorded. Efficiency will always be the criterion for entrance.

STATE CERTIFICATE.—The Normal course as tabulated is approved by the State Board of Education, and graduates who pass a final examination in the following branches: History of Education, Philosophy of Education, School Laws, Methods of Teaching and School Management, receive a certificate valid in any public schools of the state for three years. After teaching successfully at least two years of these three, a life-certificate is issued, superseding all other certificates and examinations.

EDUCATION LIBRARY.—There are between two and three hundred books of pedagogy on the professional branches. These are up-to-date books. The texts used in class are the latest editions of the strongest writers. The library method is used largely in the teaching of the professional branches. Special pains are taken to have the student here get an appreciation, and the significance of the whole movement of education, and to get, further, the value of the education as a study in itself. All the best education magazines are accessible to the student.

THE MODEL SCHOOL.—Those having twenty weeks' teaching experience in the Model School will be granted a three years' certificate by the State Board of Education, without taking, under the Board, the examinations on the Professional branches. By taking the examinations within the three years and having taught successfully during two of the three years, a life certificate may be gotten. The Model School is not a mere practice school or experiment station as is often supposed. It is under the direction of a competently trained lady instructor, who is also an experienced teacher. Both kindergarten and grade work are thoroughly, neatly and systematically carried out.

OBJECT OF THE COURSE.—It is the object of the department first of all to equip MEN and WOMEN for teaching as a calling. It is also the purpose to give students such a working basis that they can deal not only with present conditions, but with changing and changed conditions. It is our business to give life at its best rather than mere information, believing this education must be dynamic, not static.

Description of Subjects of Instruction.

THE PROFESSIONAL BRANCHES.

The Normal course consists of four years of general work in addition to one year of purely professional work.

GENERAL PSYCHOLOGY.—Furnishing a working basis for teachers. Texts, Angell and James's briefer course. Lectures by instructor. First semester.

HISTORY OF EDUCATION.—Ancient and modern. Emphasis on Greece and Rome, also on national school systems of France, Germany, England and the United States. Twenty-four weeks. Texts, Monroe, Cubberly's and Olin's outlines.

PHILOSOPHY OF EDUCATION.—Main business of which is to interpret educational doctrines and show their relation to one another. Texts, Horne, Rosenkranz, Spencer's Education, Froebel's Education of Man. Lectures. Twelve weeks.

METHODS.—Ten weeks. Roark, O'Shea's Adjustment. Lessons outlined by the students for various grades.

MANAGEMENT.—Dutton, White. Ten weeks. Social aspect of education interpreted. All the good education magazines such as School Review, Educational Review, Education, Journal of Pedagogy, Pedagogical Seminary, are used.

SCHOOL LAW.—State text used as a suggestive guide. Ten weeks. Supplemented by a comparison with other state school laws.

ENGLISH.

I. **ENGLISH.**—Two semesters. This course takes up an advanced study of grammar, and the fundamentals of rhetoric. The prerequisite of the course is a thorough knowledge of Hoenshell's Grammar. The text used is something equivalent to Scott and Denney's High School Rhetoric. Daily themes are required.

II. **ENGLISH.**—Two semesters. Four hours per week. The following works will be studied in detail: The House of Seven Gables, Silas Marner, Ivanhoe, The Last of the Mohicans, and The Ancient Mariner.

Composition work will be required throughout the year. Four hours per week library work required. Written reports of all library work must be presented to the instructor.

III. **ENGLISH.**—Two semesters. Four hours per week. The first semester is given to a study of American Literature. A manual of the history of American literature will be used. Selections from the standard authors will be studied in detail.

The work of the second semester consists of a study of the field of English Literature. A manual of English Literature will be used as a guide. Macbeth, The Cornus, Chaucer's Prologue, and other books as selected, will be studied in detail.

Library work, written reports and compositions required throughout the year.

LATIN.

The Normal Course includes two years of Latin as follows:

FIRST YEAR.—Collar & Daniell's First Year Latin; first,

second and third quarters. Twenty pages of Caesar, with prose composition work and careful training in the use of the Grammar; fourth quarter. The aim of this year's work is a thorough knowledge of the paradigms, the acquisition of a vocabulary, and practice in reading.

SECOND YEAR.—Caesar continued until four books or their equivalent are finished, with at least one period a week in prose composition; systematic drill on constructions and vocabulary of Caesar; grammar continued; and the history he narrates; first, second and third quarters. Cicero, first three orations against Cataline, with the equivalent of one period a week in prose work; study of Cicero's style and diction, and historical background; syntactical drill; fourth quarter.

HISTORY.

1. **AMERICAN HISTORY.**—Second year normal and academy. Standard grades from teachers' second grade certificates accepted in lieu of the work. Maclaughlin, Montgomery as texts. Library references. First semester.

2. **KANSAS HISTORY.**—Prentis and Kansas Historical Collections as basis. Nine weeks, first half of second semester. First year normal and academy.

3. **CIVICS.**—Common school and eighth grade diplomas not accepted. Grades on teachers' second grade certificate accepted. Hinsdale as text. Nine weeks, second half of second semester.

4. **ANCIENT HISTORY.**—West's text and instructor's outline first semester. Second year normal and academy.

5. **MODERN HISTORY.**—Some standard text. Emphasis on the facts that furnish background for American History. Nine weeks, first half of second semester.

6. **MODERN HISTORY.**—Library reading and standard text. Nine weeks. To give teachers a broad view of American history. Second half of second semester.

7. **HISTORY OF EDUCATION.**—Monroe as text. Olin's and Cubberly's outlines. Lectures by the instructor. First twenty-four weeks.

MATHEMATICS.

1. **ADVANCED ARITHMETIC.**—This course open to all graduates of common schools and others who have the elementary

arithmetic. A student should have the elementary algebra as a basis, for algebraic principles are used in the solution of many problems, and are presented. A general review of fundamental operations, least common multiple and greatest common divisor, fractions and compound numbers is given first. The important subjects are then thoroughly presented; percentage and its applications, involution, evolution, mensuration and progressions. Time, nine weeks. Second semester, four hours.

2. **TEACHERS' ARITHMETIC.**—A general review of all the rules and principles is given to prepare students for examinations to secure county certificates. Many problems are worked and principals are fully explained. Time, nine weeks; fourth quarter, daily.

3. **HIGH SCHOOL ALGEBRA.**—Same as outlined under the Academic department course 1.

4. **HIGH SCHOOL ALGEBRA.**—Same as outlined under the Academic department course 2.

5. **PLANE GEOMETRY.**—Same as outlined under the Academic department course 3.

6. **SOLID GEOMETRY.**—Same as outlined under the Academic department course 4.

PHYSICAL SCIENCE.

1. **DESCRIPTIVE GEOGRAPHY.**—Same as outlined under the Academic department course 1.

2. **PHYSICAL GEOGRAPHY.**—Same as outlined under the Academic department course 2.

3. **PHYSICS.**—Same as outlined under the Academic department course 3.

4. **GENERAL INORGANIC CHEMISTRY.**—Same as outlined in College department course 1.

5. **GEOLOGY.**—Same as outlined in College department course 1.

BIOLOGICAL SCIENCES.

1. **BOTANY.**—Same as outlined under Academic department course 1.

2. **ZOOLOGY.**—Same as outlined under Academic department course 2.

3. **PHYSIOLOGY.**—Same as outlined under College department course 1.

NORMAL TRAINING ACADEMY COURSE (Continued).

		FOURTH YEAR.	
THIRD YEAR			
FIRST SEMESTER	First Quarter.	Geometry Ancient History Latin III or German III Physiology	English III Psychology Physics Reading (Expression)
	Second Quarter.	Geometry Ancient History Latin III or German III Physiology	English III Psychology Physics Geography
SECOND SEMESTER	Third Quarter.	Geometry Modern History Latin III or German III Botany	English III Management Physics Arithmetic
	Fourth Quarter.	Geometry Modern History Latin III or German III Botany	English III (Composition) Methods Physics Book-keeping and Drawing

NOTE:—The reviews provided for in the Senior year of the Normal Training Academic course shall consist of at least nine weeks each of review work in reading, arithmetic, grammar and composition, and geography. The subjects for the final examination by the state board shall be psychology, methods and management, American history, reading, arithmetic, geography, grammar and composition. Candidates for the Normal Training two-year certificate must take the examination at the end of the Senior year in the above named subjects. This course corresponds to the Normal Training course in high schools.

NORMAL (Continued).

		THIRD YEAR		FOURTH YEAR	
FIRST SEMESTER	First Quarter.	Geometry Ancient History Caesar or German II Expression	English III Political Economy Zoology Physics		
	Second Quarter.	Geometry Ancient History Caesar or German II Expression	English III Political Economy Zoology Physics		
SECOND SEMESTER	Third Quarter.	Geometry Modern History Caesar or German II Botany	English III Drawing and Book Keeping Zoology Physics		
	Fourth Quarter.	Geometry Modern History Cicero or German II Botany	English III Word Analysis Zoology Physics		

NORMAL (Concluded).

FIRST SEMESTER		SECOND SEMESTER	
First Quarter.		FIFTH YEAR	<p>NOTE:—First Class grades in common branches of First Year Normal will be accepted from second grade certificates. Or competent students may, on entering, take special examination and receive credit on first year common branches when grade is 90 or above. Eighty points are necessary to finish the course; vocal music gives one point, penmanship one, practice teaching (twenty weeks) one.</p>
		Advanced Physiology General Chemistry History of Education Psychology	
Second Quarter.		Advanced Physiology General Chemistry History of Education Psychology	
Third Quarter.		Advanced Physiology Geology Philosophy of Education Management	
Fourth Quarter.		School Law Geology Philosophy of Education Methods	

THE DEPARTMENT OF FINE ARTS.

EXPRESSION

MUSIC

Expression.

The purpose of this course is to develop the powers of expression in individuals.

One of the highest attributes of man, and that which places him apart from the rest of the animal creation is the power of expression.

We cannot measure men but by what they express, and hence expression is the measure of knowledge.

The ability to tell is next in importance to the ability to conceive since knowledge unexpressed affects the individual only. That which is not expressed lies dormant within our selves; it is dead to the world and dies to us.

Expression employs the entire man, and hence tends to give a rounded development of body, mind and spirit.

Ideas cannot be conveyed like material objects; we present only signs of ideas. All expression in itself then is necessary to accurate impression.

VOICE.

The voice is a natural reporter of the conditions, thoughts, and purposes of the individuals.

Correct breathing is fundamental. Shakespeare's method of breath control as applied to the speaking voice is employed to develop strength, freedom, resonance and beauty of voice.

In conjunction with this technical training, which gives finesse to the instruments of speech, the voice is applied to sentiment, and its various uses and powers demonstrated.

Since the voice is the most wonderful and beautiful of musical instruments, and the finest avenue of human expression, particular stress is laid upon securing a musical, elastic quality of tone. The voice is trained to express spontaneously, genuinely, and easily the varying shades of thought and feeling.

BODILY EXPRESSION.

The study of gesture has been frequently and not without good reason condemned, because in most instances the process used has been purely mechanical and imitative.

Through the methods here employed a general physical response to sensation, thought and emotion is cultivated in the individual, leading to power and freedom of movement and preserving withal both spontaneity and individuality.

This training tends to suppress superfluous gesture, and produce a closer adjustment of form to content.

LITERARY INTERPRETATION.

As literature is the content of the art of vocal expression it is purposed to arouse a desire in the student to know the best in literature; and to interpret it with a keen appreciation of its artistic qualities.

A careful analysis and interpretation of both prose and poetry are indispensable to all correct reading and recitation. These include the meaning, the motive, the treatment, the principal and subordinate ideas, their relation to each other, the climaxes of various parts, as also the climax of the whole, the grouping, the phrasing, rhythm, color, etc.

To be an intelligent reader is a great accomplishment. Practically considered it is an aid to every other subject belonging to a course of instruction.

PHYSICAL EDUCATION.

Physical education is a valuable adjunct in training in expression.

The latest and most approved methods of Educational and Esthetical Physical Culture are employed, formulated from the Emerson, Swedish and Delsarte Systems.

The educational exercises are for the distinctive purpose of giving tone and vigor to the body, and for general freedom of movement, all of which are conducive to health. The esthetical exercises contribute more specifically to ease of posture and grace of motion, and still further to the training of the body and its members as responsive instruments of expression.

COURSE IN EXPRESSION—Two Years. JUNIOR YEAR.

FIRST QUARTER.—Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Anatomy, Life Study.

SECOND QUARTER.—Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Anatomy, Personation.

THIRD QUARTER.—Physical Culture, Voice Culture, Bodily Expression, Literary Interpretation, American Literature, Grammar, Repertoire, Sight Reading.

FOURTH QUARTER.—Physical Culture, Voice Culture, Bodily



A Room of Business Department

ily Expression, Literary Interpretation, American Literature, Grammar, Repertoire, Phrasing, Chapel Recitals.

SENIOR YEAR.

FIRST QUARTER.—Physical Culture, Voice Culture, Bodily Expression, Oratory, Rhetoric, English Literature, Repertoire Chapel Recitals.

SECOND QUARTER.—Physical Culture, Voice Culture Bodily Expression, Oratory, Rhetoric and Extemporaneous Speaking, English Literature, Repertoire, Chapel Recitals.

THIRD QUARTER.—Physical Culture, Voice Culture, Bodily Expression, Bible and Hymn Reading, Psychology, English Literature, Repertoire, Public Recitals.

FOURTH QUARTER.—Physical Culture, Voice Culture, Bodily Expression, Bible and Hymn Reading, Psychology, English Literature, Repertoire, Public Recitals.

RATES FOR SPECIAL AND PRIVATE LESSONS.

One special class \$5.00 per term in advance; two classes \$35.00 per year. Private lessons \$5.00 per ten lessons, or 75 cents per single lesson.

Music.

PLAN OF INSTRUCTION.

It is the object of this department to educate the student upon a well regulated and scientific plan.

This course of study has been divided into three departments: Preparatory, Normal, Collegiate.

PREPARATORY COURSE—Piano.

Elements of piano playing, including touch, notation, with melody construction, rhythm, elementary harmony, easy sonatas and smaller compositions of the best composers.

Daily technic whose grade in major and minor scales is below 120 M. M. four notes to the beat.

NORMAL DEPARTMENT.

It is true that in many institutions of this country, notwithstanding their general excellence, but little attention is devoted to the preparation of pupils for the profession of teachers. Thus a large number of graduates, although finished performers, are totally ignorant of the art of teaching, and need years of experience to attain satisfactory results.

This course includes, 1st, the teacher of music; his mission and equipment; the history of the piano; methods of piano instruction; musical training of children; the various kinds of touch and their correct application; the development of technic; rhythm and accent; the art of phrasing, interpretation and expression; musical embellishments, pedal use. This course also includes one year's study of Harmony and Musical History. Easier Compositions from Chopin, Heller, Schumann, Mendelssohn, Liszt, Haydn and Mozart, Preludes and Inventions of Bach. Daily Technic whose grade in major and minor scales and Arpeggios is between 120 and 144 M. M. four notes to the beat.

COLLEGIATE DEPARTMENT.

This course includes celebrated concert studies from Chopin, McDowell, Brahms, Czerney, Mendelssohn, Grieg, Rubenstein, Schumann, Weber, Liszt and others. Daily Technic whose grade must be beyond 144 M. M. four notes to the beat. Musical Analysis, Harmony and History completed.

VOCAL DEPARTMENT.

The most beautiful of all musical accomplishments is that of artistic singing, and yet no department of musical culture is so much abused as the development and training of the voice.

True cultivation of the voice consists in the development of pure tone, correct placing of the voice, correct method of breathing, intonation, attack, legato, accent, with strict attention to phrasing, enunciation and rhythm. Studies in vocal technic both in sustained singing and coloratura. Artistic interpretation of songs and ballads from the best composers. This course is based upon the old Italian School and includes studies from Bonaldi, Marchesi, Concone, Armstrong and others. One year's study of Harmony and History.

For students who are sufficiently advanced, concert and song recitals are given to prepare them for public singing.

STUDENTS' REHEARSALS.

One of the most important advantages of this department is the Monthly Rehearsal, at which students perform such pieces as may be assigned by their teacher, for the purpose of giving them self-control and ease in public appearance.

CERTIFICATES AND DIPLOMAS.

Certificates are given to students who have completed the course as specified in the Normal Department, and have passed successful examination. This includes one year's study of Harmony, and Musical History.

Diplomas are awarded to those who have completed the full Collegiate Course.

Candidates for graduation must pass a satisfactory examination in Piano, Harmony, History, and Musical Analysis.

The time for graduation cannot be fixed in advance. This will depend entirely on the previous knowledge and the capacity of the pupil. Proficiency is the criterion and this can be secured only by variable means adapted in each case to the individual. Results that follow from a systematic training directed with reference to individual necessities, are the only test. Every case must stand upon its own merits, and when the honors of the institution are awarded, it may be assumed with safety that they are deserved.

TUITION.

Piano, Organ.	\$12.50
Voice Culture, per term.	12.50
Harmony (private lessons), per term.	10.00
Single Lessons. . . . .	.75
Advanced Chorus Class.	2.00
Rent of Piano, per term.	\$3.00 to \$5.00

Tuition invariably in advance. No deduction for absence.

THE BIBLICAL DEPARTMENT

ITS NATURE AND SCOPE

THE ACADEMIC BIBLE COURSE

THE COLLEGIATE BIBLE COURSE

THE SUBJECTS OF INSTRUCTION

THE TABULATED COURSES

Nature and Scope of the Biblical Department

COURSES AND ENTRANCE CONDITIONS.

Two courses of study are offered in this department, the academic and the collegiate. The academic course requires one year of study and is open to all who desire a better knowledge of the Bible, without regard to previous educational attainments. It includes the four subjects which are most fundamental in Bible study, the Life and Teaching of Christ, the Life and Epistles of Paul, Old Testament History, Old Testament Prophecy, and also a limited number of literary subjects which are especially helpful to a proper understanding of the English Bible. Other subjects than those given in the tabulated course may be substituted to meet individual requirements.

The collegiate course extends through three years. The work of this course is of a more advanced character, and is open only to students of collegiate rank. Not all of this course is offered in any one year, and students intending to take this work should write for more definite information concerning the subjects to be offered in a given year. Credit is allowed on the regular college course for a limited amount of collegiate Bible work. This arrangement is much appreciated by students who wish to include some Biblical and theological training in their education and have not the time for a full course in addition to their regular Arts course.

PURPOSE AND SPIRIT.

In both of these courses the effort is to lead the student into the deepest and truest acquaintance with the Bible of which he is capable. The ultimate object, of course, is the enrichment of the student's own spiritual experience, and his equipment and inspiration for the most efficient Christian service. The immediate purpose is to understand the message which God has given to mankind in the Holy Scripture. The Bible itself is the subject of study rather than books which men have written about it. The point of view is practical rather than speculative, and the whole work is animated by the deep desire to know the Bible just as it is and to extend that knowledge to others.

GRADUATION.

A certificate will be awarded to those students who complete the academic course. Students who complete the collegiate course and present a satisfactory thesis upon some Biblical subject will receive the degree Bachelor of Sacred Literature.

EXPENSES.

The tuition in the Bible Department is the same as in the regular literary courses.

The expense for text books cannot be definitely stated, but as the Bible is the principal text book, this item is small.

For cost of tuition in the literary department, and of board and room, see table of expenses.

SUBJECTS OF INSTRUCTION.

OLD TESTAMENT HISTORY.—This covers the entire ground of events described in the Old Testament from the Creation to the times of Ezra and Nehemiah, about 445 B. C. A firm grasp of the Biblical history is fundamental to all further Bible study.

BIBLE GEOGRAPHY.—The omission of this subject from the schedule does not indicate any lack of attention to it. The geography is carefully studied in all the historical courses. Indeed the only proper way to study the Biblical history and geography is to study them together.

HISTORY OF NEW TESTAMENT TIMES.—The political, social and religious fortunes of the Jewish people from the close of Old Testament history to the destruction of Jerusalem in 70 A. D., with special attention to the Messianic hope of the Jews, and the religious conditions in which Jesus and the Apostles lived and worked. The historical background of the New Testament.

LIFE OF CHRIST.—A thorough study of the events of the life of Jesus in chronological order. The transcendent importance of these events is well worth the efforts required to fix them firmly in memory.

TEACHING OF JESUS.—This might be called the "Inner Life of Christ." It is an examination of the teachings of Jesus as contained in His discourses and scattered sayings, particularly in the sermon on the mount and in the parables.

BOOK OF ACTS AND APOSTOLIC AGE.—An introductory treatment of the book of Acts and a historical study of the Apostolic Age, the period from the ascension of Jesus to the death of the Apostle John about 100 A. D.

LIFE AND EPISTLES OF PAUL.—The work of Paul, in its relation to Christianity, stands next to that of Jesus Himself. This course includes a thorough study of the life and labors of the great apostle, and also the historical setting and contents of each of the Pauline epistles.

THE GENERAL EPISTLES.—A study of the occasion, purpose, theme and contents of each of the general epistles of the New Testament.

HOMILETICS AND PASTORAL DUTIES.—This is designed to furnish practical suggestions and help to ministers in the preparation and delivery of sermons, as well as in the performance of the numerous other duties belonging to their sacred office.

HISTORY OF THE ENGLISH BIBLE.—This is the story of the manuscripts and versions, how the sacred documents were brought together and preserved and at last given to us in the convenient form which we now have them.

OLD TESTAMENT LAWS AND INSTITUTIONS.—An introduction to the legal books of the Old Testament, and a classification and systematic study of its laws and institutions.

OLD TESTAMENT WISDOM LITERATURE.—This is a name applied to the books of Job, Proverbs, Ecclesiastes, Song of Solomon and portions of other Old Testament books. The study of these much neglected books is very profitable and especially interesting.

THE PSALMS.—This is a study of the origin, growth and use of the Psalter, and an exegetical study of selected Psalms.

OLD TESTAMENT PROPHECY.—Next to the most essential historical facts, there is no more important Old Testament subject than this. The work includes a study, in chronological order, of the historical background and contents of the prophetic books, the nature of the prophetic office, the development of prophetic teaching, Messianic prophecy and its relation to New Testament fulfillment.

CHURCH HISTORY.—This is a study of the history of

Christianity from the Apostolic Age to the present time. Special attention is given to the Ante-Nicene and Nicene periods, the Reformation, and the history of the Brethren church.

APOLOGETICS.—An examination of the evidence for believing that the Bible is a revelation from God, and the Christian religion of divine origin.

ETHICS.—The science of human duty. A study of the principles that underlie moral obligations, and of the nature of those obligations.

CHRISTIAN DOCTRINE.—A systematic study of the fundamental doctrines of the Christian religion.

EXEGESIS.—This is the thorough, critical study of any portion of Scripture. Its object is to discover, not what the passage under consideration might be made to mean, but what the writer actually did mean. The work includes a study of the principles of interpretation, and the application of these principles to select passages in both the Old and New Testaments.

THE BIBLICAL LANGUAGES.—Every Bible teacher should desire to read his Bible, if possible, in the languages in which it was written. The added satisfaction and clearness of thought which comes from the ability to do this, is well worth the time and labor involved. Especially is this true in respect to the New Testament, and even in the case of the Old Testament it is desirable to have at least a sufficient knowledge of Hebrew to enable one to use critical commentaries intelligently.

THE GREEK NEW TESTAMENT.—After a sufficient knowledge of the language has been gained, the work in the Greek New Testament includes, (1) Translation and Rapid Interpretation, (2) Critical Study of Selected Portions, (3) Textual Criticism.

THE HEBREW OLD TESTAMENT.—This work is similar to that in the Greek New Testament, the critical study including also a comparison of the Hebrew text with that of the Septuagint and other ancient versions.

ELECTIVE STUDIES.—The tabulated courses are intended to indicate, in general, the character and amount of the work embraced in them. It is not expected that the courses of all students will conform exactly to this schedule. The field of Biblical knowledge is so vast that even in the three years'

course, selections must be made from a large number of important subjects. Other subjects than those mentioned, of equivalent extent and value, will be offered from time to time. While certain subjects will be regarded as fundamental, reasonable liberty of electing subjects will be granted.

THE STUDENTS' VOLUNTEER MISSION BAND conducts weekly classes in the study of missions. Other special classes in Methods of Christian Work, Sunday School Problems, and various subjects are frequently formed. For all this work due credit is given in the Bible Courses.

LOCAL BIBLE INSTITUTES are conducted in communities desiring them whenever arrangements can be made to do so.

COLLEGIATE BIBLE COURSE.

		FIRST SEMESTER			
		FIRST YEAR	SECOND YEAR	THIRD YEAR	
First Quarter		O. T. History Life of Christ Church History Greek Language	Book of Acts and Apostolic Age O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective	
Second Quarter		O. T. History Life of Christ Church History Greek Language	Life and Epistles of Paul O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective	
Third Quarter		History of N. T. Times Teaching of Jesus Church History Greek Language	Life and Epistles of Paul O. T. Wisdom Literature Critical Study in Greek N. T. Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective	
Fourth Quarter		History of English Bible Homiletics and Pastoral Duties Church History Greek Language	General Epistles The Psalms N. T. Textual Criticism Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective	
		SECOND SEMESTER			

ACADEMIC BIBLE COURSE

FIRST SEMESTER			
First Quarter		Old Testament History The Life and Epistles of Paul Preparatory Rhetoric American Literature	
Second Quarter		Old Testament History The Life and Epistles of Paul Preparatory Rhetoric American Literature	
Third Quarter		Old Testament Prophecy The Life and Work of Christ Higher English Grammar Expression	
Fourth Quarter		Old Testament Prophecy The Life and Work of Christ Higher English Grammar Expression	
SECOND SEMESTER			

THE BUSINESS DEPARTMENT

ADVANCED COMMERCIAL

REGULAR COMMERCIAL

ADVERTISING

STENOGRAPHY

PENMANSHIP

Higher Commercial Education.

A SECOND YEAR COURSE.

BETTER PREPARATION FOR BUSINESS AFFORDED AT McPHERSON COLLEGE, McPHERSON, KANSAS.

For more than thirty years we have been instructing young people of both sexes in these important branches: Bookkeeping, Penmanship, Arithmetic, Commercial Law, Shorthand, Type-writing, Spelling, English, Letter Writing, etc. These are the essentials and should precede all higher branches. They prepare young people to earn a living,—the first consideration. But after these a higher and broader training is desirable, to develop and strengthen the mental power, and enlarge the intellectual vision of those who are contemplating entering business life.

BUSINESS REQUIRES AS THOROUGH AN EDUCATION AS THE LEARNED PROFESSIONS.

A prominent judge of Chicago recently declared that "ten per cent of the lawyers did ninety per cent of the business." So is it with the other professions.

In order to succeed in business a young person must have a better education than was necessary ten years ago, and ten years hence a still better preparation than now will be required.

Hence we are prepared to offer to the young a course of practical education suited to the requirements of today.

We have provided a course in

HIGHER COMMERCIAL EDUCATION.

After completing the ordinary commercial course we have provided a year of advanced work in which the student receives a broad and extensive insight into the affairs of the business world. This course is designed to fit the student for the position as manager of a business.

COMMERCIAL GEOGRAPHY.

A study of trade centers; routes of commerce by sea and land; chief manufacturing industries, etc.

HIGHER ACCOUNTING.

Advanced work in bookkeeping, such as expert accounting, labor-saving methods, auditing, banks, railroads and other corporation accounting. Actual practice in teaching, two semesters.

POLITICAL ECONOMY.

A study of the laws governing wages, prices and interest, system of taxation, influence of legislation, tariff, free trade, trusts, and a host of other important items influencing commercial development.

ADVERTISING.

What constitutes good advertising, illustrations, relative value of different mediums.

Fifty lessons on the Theory and Practice of How to Advertise.

CIVIL GOVERNMENT.

A study of our systems of national, state and municipal governments, as embodied in their legislative, judicial and executive departments; duties and obligations of citizenship.

PARLIAMENTARY LAW.

Drills, how to call a meeting, organize, conduct public meetings. A very important course for any business man.

COMMERCE AND FINANCE.

History of Banking, Clearing house, transportations. Tuition in this course same as regular tuition. Those completing this course will receive the degree Master of Accounts.

Diploma fee, \$5.00.

Advertising.

WHO SHOULD STUDY ADVERTISING.

FIRST AND FOREMOST.—Any man who is engaged in business (or expects to engage) and more particularly if the business has not assumed such proportions as to warrant the employment of a trained advertising manager. The merchant knows the details of his own business and, when fortified by a thorough knowledge of how to advertise it, can wrest success from failure or become a giant among his competitors who are not similarly endowed. If advertising was the mere writing of copy or the clever juggling of words, pictures and space, its paramount importance to any business man would not be so imperative.

SECOND.—Any woman who expects to support herself or hopes to marry a business man to whom she desires to be an intelligent helpmeet and companion, fitted ably to share

his cares and duties, relieve his responsibilities and assist him in attaining success.

THIRD.—Any salesman, stenographer or clerk who is ambitious to advance to a higher plane of usefulness, who desires to fit himself to work with his employer instead of under him, who wishes to acquire the knowledge which will entitle him to be consulted instead of directed.

FOURTH.—The young man or woman who is desirous of earning an independent livelihood, of being his or her "own boss." There is no pleasanter employment than that of the independent advertisement writer, who produces booklets, circulars, follow-up letters, or plans and executes the advertising campaigns of a number of merchants whose appropriations may be too small to require the entire time of an advertising man. And this is the direct stepping stone to one of those high-salaried positions with some mammoth house, where the "advertising man" is given credit for the millions of dollars' worth of merchandise disposed of each year.

FIFTH.—He who desires to better understand his neighbors; who wishes to acquire that psychological knowledge, that ability to subtly analyze human character and impulse, which makes it possible for the skilled advertiser to strike unerringly the chord of human desire with the same facility that the trained musician manipulates the strings of his instrument

Commercial Course.

BOOKKEEPING.

In this department, the science of accounts is treated in a logical manner. The student is thoroughly drilled in the correct and practical use of all the various books used in business.

Transactions and books are varied in accordance with the business in which the student is engaged. This fully prepares him to enter successfully upon the work of the business department, or to take a position as assistant bookkeeper or the inspector. The student is bill clerk.

BUSINESS DEPARTMENT.

The students are themselves obliged to make the transactions, keep the books, and do all the work in the Business Practice.

The methods used in this work are entirely practical, and of the same nature as the duties actually performed by the bookkeeper, or business manager in a business house. We furnish the students from \$3,000 to \$5,000 in College Currency, with which to engage in business.

All the work of the business practice is directed daily by the inspector. The student is supplied with all kinds of commercial blanks, of the same form and style as those used in first-class houses.

Among those of the sets designed to illustrate practical bookkeeping are:

1. RETAIL.—This is especially adapted for the use of grocers, shop keepers, etc.

2. RETAIL COAL BUSINESS.—This illustrates a system of bookkeeping especially adapted to the retail coal business, and in most respects, to any business where a Weigh-Book is required.

3. PRODUCE COMMISSION BUSINESS.—The books required in a produce commission house differ, in form and number, from those in a commission business devoted to the handling of manufactured products, where the sales are made to jobbing trade.

Then we have the Installment House and State Agencies, Joint Stock Companies, etc.

We teach every form of account from that of a TWO COLUMN DAY BOOK TO A SIXTEEN COLUMN EXERCISE BOOK.

BUSINESS FORMS.

Students in this institution learn to draw correctly every kind of paper which they have occasion to use in business.

BANKING.

First National College Bank.

Our system of banking is the one most generally used by all leading Eastern banks.

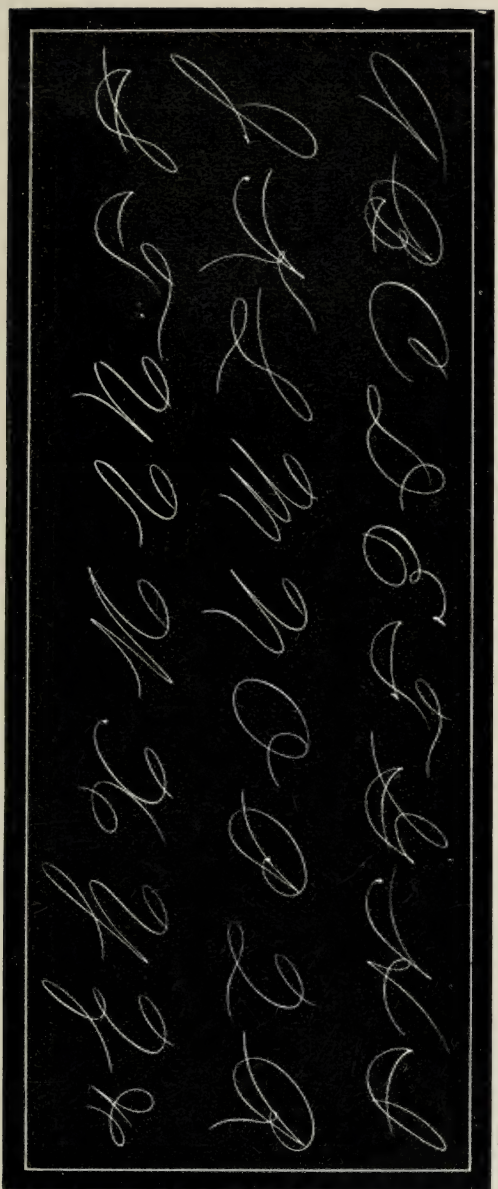
DIPLOMA.

Those who complete the prescribed course in a satisfactory manner are awarded an elegant diploma made by our penman.

To be the possessor of a diploma from an Institution of such eminent standing as McPherson College is not only an

Leading School Sennards,
Sennards, Sennards,
AND flourishing in THE
New England States.

Handwritten cursive script, likely a signature or decorative flourish, featuring elaborate loops and flourishes. The text is arranged in four rows, with the final row containing a signature that appears to read "J. J. Schubert".



Professional Capitals by S. B. Fahnestock

unquestioned endorsement, but a token of honor which every young lady and gentleman should strive to obtain.

LETTER WRITING AND BUSINESS CORRESPONDENCE.

The essential points in a business letter are subject matter, expression and mechanical appearance.

The object of instruction in this branch is to familiarize the student with good English forms of expression and with language peculiar to business transactions.

COMMERCIAL LAW.

The young man who is about to engage in business should consider carefully what is necessary to success.

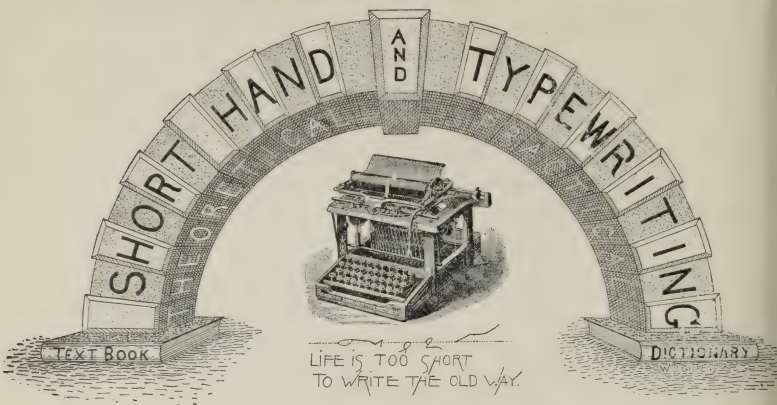
President Garfield said: "Men succeed because they deserve success. Their results are worked out; they do not come to hand ready made. Poets may be born; but success is made."

We labor to equip our students thoroughly for the battle of life by spending sufficient time to explain the laws and customs they are certain to face in after years.

COMMERCIAL ARITHMETIC.

The first element of a business education is the ability to calculate. The best compendium of commercial arithmetic now before the public is the principal text book we use on the subject. It contains useful hints, showing short methods, quick results, and all manner of calculations involving the use of United States Money, Commission, Brokerage, Discount, Loss and Gain, Percentage, etc.

The latest and best methods of computing interest are used, to prepare the student as an expert calculator.



GREGG SHORTHAND.

Is today taught in more public and private schools than any other three systems combined; it is equipping the stenographers of today to cope successfully with the ever increasing demands put upon them by modern business and professional needs.

BECAUSE—Gregg Shorthand requires no USELESS study, writers of it are able to outdistance writers of other systems in point of time in learning and practical results accomplished.

BECAUSE—Achievements of today, not deeds of the past, have awakened enthusiasm in young men seeking REPORTORIAL skill. Mr. Raymond P. Kelley, a writer of Gregg shorthand, attained a speed of 235 words a minute in a public test. Mr. Kelly is a mere stripling in shorthand experience—a young man 22 years old—and his record is the highest ever achieved by any one so young.

BECAUSE—Of the wonderful capabilities of Gregg shorthand for the HIGHEST CLASS of reporting, it is receiving such endorsements as these:

COURT REPORTING.

"I have been using Gregg Shorthand in my official capacity as reporter of the several courts of Venengo county, Pennsylvania, for almost three years. The system is amply equal to the demands of my office, and I have no hesitation in recommending it. I am able to do all that Pitmanic writers are, and can read my notes more readily than any writer of other systems I have known."—H. B. Bennett, Franklin, Pa., Official Reporter, Twenty-eighth Judicial District of Pennsylvania.

MEDICAL REPORTING.

Extracts from a letter from Dr. Wilson A. Smith, recording secretary, American Institute of Homeopathy, in regard to work of a Gregg writer—22 years of age—as reporter of a medical convention:

“This was Mr. Niklaus’ first attempt, and while I will not say that he did any better than the other three—one had twenty years’ experience in this line, one had many years’ experience, and another had been doing medical reporting for several years—yet I can truthfully say he was exceeded by none. His transcript was of such a high character that of all returned, his had the fewest corrections. When you take into consideration that a good convention reporter should have at least ten years’ experience in old line shorthand to undertake convention work of this kind, then recall the fact that Mr. Niklaus had but five years’ experience altogether, that it was his first attempt, and that he had no knowledge of medicine, I have no hesitation in affirming that there is but one system of shorthand which meets the difficulties of technical reporting, and that one is GREGG SHORTHAND.”

These are some of the reasons why Gregg shorthand is used by the best schools in America today—the schools that are equipping young men and women, not to do business at the “old stand” but at the new one, where skill and speed and ACCURACY are indispensable.

There are other reasons which we should like to submit for your consideration. A postal will bring full particulars.

TYPEWRITING.

As no stenographer’s education is considered complete without a knowledge of typewriting, it is taught in connection with the shorthand, each student being given at least two hours’ practice per day.

Students in this department are taught correct fingering, touch and the proper care of the machine.

SHORTHAND IN CONNECTION WITH BOOKKEEPING.

The call for assistance in Business and Professional offices is for a combination of Bookkeeping and Shorthand. One who understands these two branches will not only secure employment more rapidly, but will command a better salary.

Penmanship Department

S. B. Fahnestock.

Good business writing is a very important element in a commercial training. An easy, legible, rapid business hand, always has commercial value. He who possesses a good business handwriting always receives the preference, provided he is equal to his competitors in other respects. About one business man in a dozen writes a passable hand. Very few teachers of our country are competent penmen. Hence the door stands ajar for remunerative employment to those who will make themselves masters of the beautiful art. We impart instruction in the best systems, and guarantee improvement for every faithful effort. Come to McPherson College and make yourself accomplished—a specialist.

This department has all the advantages of experience and skill and is directed by one of the best penmen in the West.

SOME COMMENDATIONS.

"We have many times during the past few years had occasion to comment favorably upon the pen work of Mr. S. B. Fahnestock, Principal of the Commercial and Penmanship

Department of McPherson College, McPherson, Kansas. Mr. Fahnestock is equally clever at script, lettering, and designing, and is an ornament to the penman's profession."—Penman's Art Journal, New York.

"I entertain a very high regard for you and your work. It is a pleasure to examine such beautiful work as that which falls from your skillful pen. Your taste and touch are alike exquisite."

H. W. FLICKINGER, Phila

"Your penmanship is fine."

WILLIAMS & ROGERS,
Rochester, N. Y.

Columbus, Ohio.

"It gives me pleasure to state that I regard Mr. S. P. Fahnestock one of the ablest teachers of penmanship and the commercial branches in the profession. Moreover he is a perfect gentleman in every respect."

C. P. ZANER,
President Zanerian College.

STUDENT REGISTER 1908-1909.

COLLEGE.

Senior.

Beckner, W. O.
Colline, Annie.
Detter, Ralqh.
Ebel, B. E.
Hoffman, H. B.
Hedine, A. E.
Ingalls, R. C.
Rothtrock, J. R.

Junior.

Craik, E. L.
Dalke, Deitrick.
Hidlebrand, Lulu.
Miller, Silva.
Miller, Bruce A.
Rasp, C. D.
Stutzman, H. M.
Trostle, B. S.
Vaniman, Grace.

Sophomore.

Beyer, Adolph.
Barnhill, G. E.
Brubaker, H. M.
Delp, Bertha.
Garber, Anna.
Russell, J. C.
Steele, D. C.
Vaniman, Ernest.
Yoder, J. J.

Senior.

Brubaker, Lulu.
Carlson, Roy.
Claassen, P. W.
Dotzour, Grover C.
Hope, Louis O.
Kasey, H. S.
Royer, W. D.
Schroeder, J. P.
Way, P. B.
Weibe, F. V.

Fourth Year.

Burget, Alice.
Buckman, Elsie.
Crumpacker, A. J.
Carter, T. D.
Doerksen, J. T.
Dresher, Stanley.
Deeter, John.
Dotzour, Royer.
Flickinger, Delta.
Griffin, Elsie.
Hollinger, H. T.
Haugh, Jesse.
Hope, Nannie.
John, F. P.

Freshman.

Ackley, Florence.
Arnold, Ira.
Brubaker, Lora.
Barnes, C. F.
Brubaker, Lulu.
Carlson, J. LeRoy.
Carlson, David.
Cleveland, Edna.
Claassen, P. W.
Detter, Edna.
Dotzour, Grover.
Flory, Raymond.
Goertz, P. S.
Hope, Louis.
Kasey, H. S.
Lichtenwalter, Homer.
Royer, Wm. D.
Schroeder, J. P.
Sandy, Chas.
Thompson, Walter.
Toews, P. F.
Tipton, Henry.
Trostle, Evelyn.
Vaniman, Viola.
Vaughn, Earl.
Wiebe, F. V.
Way, P. B.

ACADEMY.

Kimmel, Anna.
Hildebrand, Myrta.
Lichtenwalter, Nettie.
Negley, Kansas.
Nichol, Walter.
Nickel, Samuel.
Neff, Dithe.
Pollock, S. A.
Price, Edna.
Stump, Levi.
Stump, Myrtle.
Stotts, Opal.
Thomas, Chloe.
Ullom, Lulu.
Wedel, J. R.

Third Year.

Anderson, Arthur.
Brubaker, Carrie.
Buckman, Hazel.
Bradbury, Clare.
Burger, Ella.
Bradly, W. F.
Ball, Elmer P.
Brubaker, C. F.
Crumpacker, Mae.
Carter, Effie.

Cline, Gertrude.
Daggett, Martha.
Eash, Perry.
Gish, Maybelle.
Hoffart, A. F.
Hicks, A. J.
Hartman, A. A.
Hein, M. M.
John, G. M.
Jarboe, Edith M.
Jarboe, J. E.
McGiffert, Mabel.
McCready, C. C.
Mohler, Helen.
Mohler, Samuel.
Morris, Arthur.
Peterson, Clara.
Rexroad, Raymond.
Royer, Clarence.
Reyher, Emma.
Ring, Myrtle.
Sward, Florence.
Seidel, P. W.
Stump, Lester.
Stump, Alice.
Stump, Effel.
Strohm, Oscar.
Thompson, Blanche.
Ullom, Manel.
Wendt, Arthur.

Second Year.

Ashby, C. F.
Brubaker, Olive.
Burger, Mary.
Burger, Edna.
Beighly, Roy.
Button, H. L.
Bradly, C. W.
Ball, Walter.
Carrier, John.
Crumpaker, J.
Carlson, Albert.
Delp, Addie.
Day, Mary.
Enna, George.
Evans, Bessie.
Ebel, August.
Ellenberger, Katie.
Ellenberger, A. C.
Enns, Eva P.
Frantz, Earl.
Frantz, Ruth.
Ferguson, Homer.
Forney, Vesta.
Funk, Reuben.
Guy, Clea.
Griffin, Ida.
Gartung, Otto.
Guy, Harold.
Harnly, Paul.

Hoffman, **Benj.**
Hartman, W. P.
Hylton, Roy.
Jackson, Mary.
Keller, Ida.
Kasey, Roy.
Kuper, Albert.
Koogole, Bessie.
Lilly, Edith.
Lichty, Lulu.
Miller, Betha.
McAvoy, Io.
McBride, Blanche.
Myers, H. E.
Muir, Gladdys.
McAvoy, J. E.
Miller, Jesse.
Mohler, Frank.
Mammel, Bertha.
Miller, S. F.
Robinson, Geo.
Ring, A. B.
Socolofsky, A. L.
Sheffer, Archie.
Sylvius, Carl.
Sawyer, E. A.
Shamberger, Fay.
Shamberger, Earl.
Spohn, C. A.
Tecter, H. H.
Throne, E. B.
Ullom, Hazel.
Unruh, Elmer.
Voshell, Milo.
Wohlgemuth, Edward.
Wiggins, Laura.
Warner, O. A.
Zeithow, Ethel.

First Year.

Asp, Ellen.
Ashby, Alvin.
Anderson, A.
Andes, G. F.
Beeghly, Roy.
Button, H.
Breon, Katie.
Ball, Elmer.
Ball, Walter.
Brandt, W. D.
Bowser, J. O.
Benjamin, C. H.
Bradshaw, W.
Bradley, Chester.
Bonifield, Lester.
Cornelius, R. W.
Crumpaker, Jay.
Carrier, J. W.
Cullen, Mark.
Decker, Irwin.
Day, Mary.

Dudte, Jno.
 Ebel, A. R.
 Ellenberger, A. C.
 Ellenberger, Katie.
 Evans, Myrtle.
 Funk, R. H.
 Ferris, Ralph.
 Frantz, Fidelia,
 Fromey, Clyde.
 Guy, H. A.
 Goff, Jerald.
 Hanson, O. H.
 Hylton, R. P.
 Henard, J. A.
 Hartman, W. P.
 Hodge, Clyde.
 Heaton, W.
 Hines, Tilford.
 Hines, Raymond.
 Jarboe, Willie.
 Kuper, Albert.
 Lowry, F. M.
 Myers, Victor.
 Meyers, Roy.
 Meyers, Jacob.

Collegiate.

Arnold, S. Ira.
 Brubaker, Lora.
 Brubaker, A. O.
 Brubaker, H. M.
 Beckner, W. O.
 Colline, Annie.
 Craik, E. L.
 Crumpaker, A. J.
 Dalke, Diedrich.
 Detter, Edna.
 Detter, R. W.
 Delp, Bertha.
 Flory, R. C.
 Garber, Anna.
 Hildebrand Lulu.
 Hoffman, H. B.
 Hope, Lillie.
 Ingalls, R. C.
 Miller, Silva.
 Miller, B. A.
 Rasp, C. D.
 Rothrock, J. R.
 Sandy, Charles.
 Stutzman, H. M.
 Trostle, B. S.
 Trostle, Evelyn.
 Vaniman, Grace.

Senior.

Brubaker, Lora E.
 Gish, Maybelle.
 Miller, Silva.

Miller, Maurine.
 Miller, Pauline.
 Matson, Christian.
 Myers, G.
 Meyers, H. C.
 Miller, S. F.
 McAvoy, Io.
 Netzley, Ralph.
 Parlin, L. A.
 Regier, Mary.
 Rothrock, Glenn.
 Sawyer, E. A.
 Studebaker, H. E.
 Sheffer, A. E.
 Smith, J. H.
 Stutzman, G.
 Showalter, Clarence.
 Stump, Thelma.
 Stutzman, Roland.
 Stutzman, Royal.
 Stutzman, Maurine.
 Unruh, Elmer.
 Wendt, Etta.
 Webster, Paul.
 Voshell, Milo.

BIBLE DEPARTMENT.

Vaniman, Ernest.
 Yoder, J. J.

Academic.

Burger, Edna, M.
 Buckman, Elsie.
 Brubaker, Lora.
 Breon, Katie.
 Enns, Eva P.
 Enns, G. J.
 Forney, Vesta.
 Hargleroad, Mabel.
 Hollinger, H. T.
 Henard, J. A.
 Bradshaw, J. W.
 Jarboe, J. E.
 Jarboe, Edith M.
 Parlin, L. A.
 Pollock, S. A.
 Ring, R. B.
 Regier, Mary Ann.
 Rothrock, Mary.
 Schul, Grace.
 Thomas, Chloe.
 Ullom, Lulu.

NOTE. The above lists do not include students in attendance only during the special Bible Institute.

EXPRESSION DEPARTMENT.

Thomas, Halbert E.
 Toews, P. F.
 Wiebe, Frank V.

Junior.

Ackley, Florence.
Brubaker, Carrie.
Bowser, J. O.
Buckman, Hazel.
Ball, Walter.
Carter, Effie.
Day, Mary.
Flickinger, Delta.
Hoffart, A. F.
Henard, J. A.
Hilton, Roy.
Jarboe, J. E.
Jarboe, Edith.
Koogle, Bessie.
Lichty, Lulu.
Lilly, Edith.
Moomaw, Modena.
Morris, R.
Mohler, Helen.
Mohler, Samuel.
Miller, Bertha.
Negley, Kansas.
Ring, R. B.

Ring Myrtle.
Stump, Effel.
Stump, Alice.
Schroeder, J. P.
Endt, Arthur.
Stump, Lester.
Wohlgemuth, Ed.
Baldwin, Jack.
Brubaker, Harvey.
Carter, T. D.
Doerksen, J. T.
Durst, Pete.
Flory, Raymond.
Ferris, Ralph.
Hicks, A. J.
Heiny, Mr.
Keller, Ida.
Kimmel, Anna.
Mohler, Frank.
Martin, Miss.
Vaniman, Ernest.
Stutzman, Guy.
Moomaw, Modena.
Wedell, Mr.

COMMERCIAL DEPARTMENT.

Ashby, Alvine C.
Anderson, Arthur.
Andes, S.
Arnold, Shirly.
Asp, Ellen.
Bixby, Roy.
Bowser, J. O.
Brandt, W. D.
Bradshaw, W.
Bonifield, Lester.
Baldwin, J. W.
Beeghley, R. J.
Button, H. S.
Bradley, C. W.
Berry, Bessie.
Ball, Walter T.
Bergert, Louise.
Cornelius, R. W.
Cullen, Mark.
Cleveland, Edna.
Carlson, Phillip.
Cline, Gertrude.
Crumpaker, Mae.
Crumpaker, Jay.
Delaney, Imogene.
Dudte, John D.
Day, Mary.
Decker, Irwin.
Dagget, Martha.
Evans, Bessie.
Ellenberger, Katie.
Funk, Reuben.
Forney, Clyde.
Fowler, Mattie.

Fahringer, Robert.
Ferris, Ralph.
Fowler, J. L.
Gayer, E. L.
Guy, Harold.
Heaton, Winifred.
Hoff, Myrtle.
Hoffsommer, Ira.
Hanson, Arthur.
Himes, Raymond.
Hartman, P. W.
Hylton, Roy.
Hodge, Clyde.
Johnson, Adrian.
Judd, Mary.
Lowry, F. M.
Kuper, Albert.
Kasey, Fannie.
Kasey, Roy.
McOwen, Delcie.
McBride, Blanche.
Mast, Freeman.
McAvoy, J. O.
Matson, Chris.
Olson, E. L.
Phillips, Frank.
Rushton, Elvira.
Reyher, Emma.
Ring, R. B.
Spahn, Chas.
Stutzman, J. W.
Sawyer, E. A.
Swanson, Roy.
Smith, J. H.

Stump, Earl.
 Studebaker, Harry.
 Sheffer, A. E.
 Throne, E. B.
 Teeter, H. H.
 Yank, Henry.

Wendt, Etta.
 Whitney, Carl.
 Warner, O. A.
 Wohlgemuth, James.
 Wendt, Arthur H.

MUSIC DEPARTMENT.

Arnold, Ira S.
 Almquist, Anna.
 Ashley, Alvin,
 Arnold, Shirley.
 Berg, Rhea.
 Blackman, Pearl.
 Blankenship, Edith.
 Berkeybile, Esther.
 Bradshaw, Elva.
 Brubaker, Olive.
 Bradshaw, Burns.
 Buckman, Hazel.
 Cline, Bertha.
 Cline, Susie.
 Conaway, Leah.
 Conaway, Vera.
 Conaway, Mrs. Lucy.
 Chinberg, Effie.
 Dresher, Pearl.
 Dresher, O. Stanley.
 Delp, Addie.
 Darr, Minnie.
 Dotzour, Grover.
 Dotzour, Royer.
 Durst, E. P.
 Durst, Edna.
 Enborg, Myrtle.
 Evans, Myrta.
 Evans, Bessie.
 Frantz, Ruth.
 Forney, Vesta.
 Flory, Raymond.
 Goodsheller, Grace.
 Hill, Audrey.
 Hutchison, Beulah.
 Helsteab, Lida.
 Hollinger, Gemma.
 Hollinger, Mrs. H. T.
 Harnly, Paul.
 Hill, Cora.
 Heiney, M. M.
 Harghleroad, Mable.
 Heims, Raymond.
 Hoffsommer, Ira.
 Heaston, Gladys.
 Hall, Nora.

Ingram, Nellie.
 Jacobs, Mildred.
 Johns, Frank P.
 Jackson, Mary.
 Jarboe, Mrs. Edith.
 Keller, Ida.
 Lichty, Lulu.
 Miller, Bertha.
 Miller, Mrs. S. C.
 Miller, Mrs. S. E.
 Maltby, Raymond.
 Muir, Gladdys.
 Miller, Pauline.
 Miller, Maude.
 Moemaw, Modena.
 Miller, Bruce.
 McCready, Cecil.
 Myres, Lela.
 Martin, Vidah.
 Mowbray, Nellie.
 Myers, Mollie.
 Neff, Dithe.
 Nash, Alice.
 Negley, Kansas.
 Parr, Florence.
 Reiff, Mary.
 Regier, Anna.
 Stump, Alice.
 Stump, Effel.
 Stump, Levi.
 Stump, Lester.
 Stump, Myrtle.
 Steele, D. C.
 Stacy, Earl.
 Studebaker, Paquita.
 Toews, P. F.
 Vaniman, Pauline.
 Voshell, Milo.
 Vaniman, Ernest.
 Voshell, Cecil.
 Wohlgemuth, Edward.
 Wohlgemuth, James.
 Wohlgemuth, Ben.
 Went, Etta.
 Yowell, Esther.

ALUMNI.

CLASS OF 1891.

Academics.

Harrison W. Miller, Hinton, Okla.
Theodore Sharp, Lapwai, Idaho.
Mary Kuns-Kleppinger, Peoria, Ill.

CLASS OF 1892.

Academics.

Hattie Yoder-Gilbert, Los Angeles,
Cali.

Myrtle-Miller-Netzley, McPherson
Kansas.

Effa Kuns-Sharp, Lapwai, Idaho.

Samuel J. Miller, McPherson, Kansas.

*Maurice Sharp.

Sue Slusher-Saylor, Ramona, Kan.

CLASS OF 1893.

Academics.

Theodore Snowberger, Skidmore, Mo.

Hattie Ecker-Sohlberg, Guthrie, Okla.

Elmer E. Vaniman, Virden, Ill.

*Laura McQuoid, deceased, 1904.

*Hattie Flickinger-Potter.

Modena Hutchinson-Miller, McPherson,
Kan.

Sadie Whitehead-Beaghy.

C. E. Wallace, Yankton, S. Dak.

Francis E. Vaniman, McPherson, Kan.

CLASS OF 1894.

Arts Course.

J. Z. Gilbert, Los Angeles, Cali.

Normal Course.

J. J. Caldwell, Hoisington, Kan.

Academics.

Z. F. Clear, East St. Louis, Mo.

*R. W. Gish.

A. N. Gray, Raymond, Kan.

Ed. M. Eby, Centerview, Mo.

Dr. J. C. Kleppinger, Peoria, Ill.

Flo Ramage-Carter, Custer, Mich.

J. J. Yoder, McPherson, Kansas.

CLASS OF 1895.

Arts Course.

Albert C. Wieand, 185 Hastings St.,
Chicago, Ill.

S. J. Miller, McPherson, Kan.

Academics.

Carrie Suyder-Lichty, Wellington, Kan.

Myrtle Hoff, Lordsburg, California.

M. Bernice Gateka-Ritz, Chickasha,
Okla.

Claud J. Shirk, McPherson, Kan.

CLASS OF 1896.

Arts Course.

Sue Slusher-Saylor, Ramona, Kan.

S. B. Fahnestock, McPherson, Kan.

*Deceased.

Academics.

C. E. Kemp, Sharon, Wisconsin.

David Harder, Hillsboro, Kan.

Anna Whitmore-Strickler, Pamona,
California.

P. F. Duerksen, North Enid, Okla.

Dr. J. Harvey Saylor, Ramona, Kan.

G. M. Lauver, 185 Hastings St.,
Chicago.

Ratie Bowers-Dyck, Moundridge, Kan.

G. B. Darling, Gypsum City, Kan.

H. V. Wiebe, Elk Park, N. C.

CLASS OF 1897.

Normal Course.

P. F. Duerksen, North Enid, Okla.

R. W. Powers, Durham, Kan.

Claud J. Shirk, McPherson, Kan.

C. L. Hollem, Lawton, Okla.

J. W. Coons, Canton, Kan.

R. K. Gernet, Cloud Chief, Okla.

J. K. Reish, Los Angeles, Cali.

G. M. Lauver, 185 Hastings St.,
Chicago.

J. H. Tracey, St. Joseph, Missouri.

Maud Chisholm-Miller, Roxbury, Kan.

CLASS OF 1898.

Arts Course.

C. H. Williams, Kansas City, Mo.

Normal Course.

Mrs. Lillian Matthews, McPherson,
Kan.

Dora Sherfy-Steinour, Murtaugh,
Idaho.

J. B. Shirkey, Scottville, Mich.

Academics.

Lester E. Williams, Rydal, Kan.

Mrs. Susie R. Williams, Belleville,
Kan.

Anna Fakes, Warrensburg, Mo.

*J. E. Studebaker, deceased, 1904.

Florence Butler-Shirkey, Scottville,
Mich.

Byron Talhelm, Lawrence, Kan.

E. K. Masterson, Chatsworth, Ill.

CLASS OF 1899.

Master's Course, A. M.

Dr. G. A. Tull, Clay Center, Kan.

Bachelor's Course, A. B.

C. F. Gustafson, Kansas City, Mo.

Normal Course.

A. L. Harter, Plainville, Kan.

J. A. G. Shirk, Ottawa, Kan.

Byron Talhelm, Lawrence, Kan.

Flo Ramage-Harter, Custer, Mich.

J. Harvey Saylor, Ramona, Kan.

Lizzie Arnold, Russel, Colo.

H. V. Wiebe, Elk Park, N. C.

W. J. Slifer, McPherson, Kan.

Academics.

Dr. G. J. Goodsheller, Lincoln, Nebraska.

Laura Harshbarger-Haugh, 185 Hastings St., Chicago.

Emma Horner-Eby, Jalalpor, India.

G. D. Kuns, Oskaloosa, Kansas.

J. G. Law, Milton, Kan.

Sallie Shirkey-Miles, Abilene, Kan.

R. C. Smith, Marion, Kan.

I. A. Toevs, McPherson, Kan.

Lizzie Wieand-Kuns, Oskaloosa, Kan.

CLASS OF 1900.

Normal Course.

Anna Bowman-Rogers, Grand Junction, Colorado.

*Anita Metzger.

Lizzie Wieand-Kuns, Oskaloosa, Kansas.

Anna Fakes, Warrensburg, Mo.

*H. C. Slifer, deceased, 1903.

Herbert Caldwell, Hinton, Okla.

Academics.

E. H. Eby, Jalalpor, India.

H. J. Vaniman, Pomona, Calif.

Dr. J. F. Studebaker, Fort Dodge, Ia.

*C. E. Law, deceased, 1905.

CLASS OF 1901.

Bachelor's Course.

Claude J. Shirk, McPherson, Kan.

J. A. G. Shirk, Ottawa, Kan.

Mrs. Lillian, Matthews, McPherson, Kan.

J. B. Shirkey, Scottville, Mich.

Normal Course.

B. B. Baker, Daphne, Alabama.

Ethel Bixby-Mackey, Hutchinson, Kansas.

Ollie Brubaker-Stutzman, McPherson, Kan.

*Mary E. Frantz.

Emma Horner-Eby, Jalalpor, India.

Dr. E. H. Kasey, Mercedes, Texas.

S. Enos Miller, McPherson, Kan.

H. M. Stutzman, McPherson, Kan.

Emma Vaniman-Yoder, Conway, Kan.

Academics.

*W. B. Boone, deceased 1904.

Mrs. Retta Glick-Studebaker, Ft. Dodge, Iowa.

Lottie Fisher, McPherson, Kan.

Maude Way-Dresher, Lyons, Kan.

B. S. Haugh, 185 Hastings St., Chicago.

J. H. B. Williams, Elgin, Ill.

*Deceased.

CLASS OF 1902.

Master's Course.

Claude J. Shirk, McPherson, Kan.

J. A. G. Shirk, Ottawa, Kan.

Bachelor's Course.

John A. Clement, McPherson, Kan.

James H. Clement, Anthony, Kan.

Flo Ramage-Harter, Custer, Mich.

E. K. Masterson, Chatsworth, Ill.

Normal Course.

E. D. Baldwin, Kansas City, Mo.

Margaret Bishop, Los Angeles, California.

*W. B. Boone, deceased, 1904.

G. C. Dreher, Lyons, Kan.

Margaret Goodwin-Hoffhines, Larned, Kansas.

David Harder, Hillsboro, Kan.

M. I. Kilmer, Western, Nebraska.

Della McComber, Lawrence, Kansas.

C. H. Slifer, Abilene, Kansas.

Edna Suffield-Keplinger, ElDorado, Kansas.

Maude Way-Dresher, Lyons, Kan.

Academics.

J. E. Wagoner, Red Cloud, Neb.

D Earl Bowers, McLouth, Kan.

CLASS OF 1903.

Collegiate Bible Course.

Mrs. Amanda Fahnestock, McPherson, Kan.

Bachelor's Course.

F. G. Kauffman, McLouth, Kan.

H. A. Horton, McPherson, Kan.

Alice Johnson, Wichita, Kan.

Normal Course.

F. H. Crumpaker, Tai Yuan Fu, Shanghai, China.

Dottie Wheeler-Clement, McPherson, Kan.

P. C. Hiebert, Hillsboro, Kansas.

S. W. High, Chicago, Ill.

Ruby Buckman, Conway, Kan.

R. W. Baldwin, Lawrence, Kansas.

D. Earl Bowers, McLouth, Kan.

Anna Newland-Crumpaker, Tai Yuan Fu, Shanghai, China.

R. C. Strohm, McPherson, Kan.

O. S. Vaniman, McPherson, Kan.

Ella White McFarland, Truesdale, Kan.

Charles Shively, Boulder, Colorado.

Mrs. Jennie McCourt, Cripple Creek, Colo.

Corda Clement, Canton, Ohio.

Alice Weaver, Greeley, Colo.

J. J. Frantz, Inman, Kan.

Academics.

Vernon Vaniman, Virden, Ill.
 Orral Matchette, McPherson, Kan.
 Jessie Harter-Hylton, Troutville, Va.
 Gert Eicker, McPherson, Kan.
 Edith Allison, McPherson, Kan.
 Ethel Allison-Allen, Lawrence, Kansas.
 Fern Kuns-Cophedge, Topeka, Kan.

CLASS OF 1904.

Master's Course.

John A. Clement, McPherson, Kan.
 H. A. Horton, McPherson, Kan.
 *Mary E. Frantz.
 Geo. D. Kuns, McLouth, Kan..
 Lucetta Johnson, Wichita, Kan.
 M. O. Calvert, Ellenwood, Calif.
 H. C. Allen, Kansas City, Kan.
 *Anita, Metzger.
 S. Enos Miller, McPherson, Kan.
 Dr. J. Harvey Saylor, Ramona, Kan.
 E. H. Eby, Jalapor, India.
 W. L. Harter, Custer, Mich.

Normal Course.

W. O. Beckner, Manila, Philippine Islands.
 P. N. Bolinger, Bellgrade, Mont.
 H. F. Toews, Moundridge, Kan.
 Silvia Miller, McPherson, Kan.
 Chas. J. Davis, Morrill, Kan.
 Havey B. Hoffman, Abilene, Kan.
 Harry C. Crumpaker, Mt. Morris, Ill.
 W. H. Yoder, Conway, Kan.
 Nellie Hinkson, McPherson, Kan.
 R. G. Mohler, Lyons, Kan.
 Mary E. Brubaker, Lyons, Kan.
 Ernest Vaniman, McPherson, Kan.
 Mary E. Gibbel, Carthage, Mo.
 *J. E. Studebaker, deceased, 1904.
 Anna Stutzman-Buck,
 Gert Eicker, McPherson, Kan.

CLASS OF 1905.

Bachelor's Course.

E. D. Baldwin, Kansas City Mo.
 R. W. Baldwin, Lawrence, Kansas.
 *H. M. Barwick.
 Dr. C. D. Weaver, Twin Falls, Idaho.

Normal Course.

Edith Allison, McPherson, Kan.
 Verna Baker-Vaniman, McPherson, Kan.
 Melinda Beyer, Inman, Kan.
 Adolph Beyer, Inman, Kan.
 Clarence D. Caudle, McPherson, Kan.
 Anna Colline, McPherson, Kan.
 Sadie A. Engle-Wagaman, Abilene, Kan.

*Deceased.

Ralph W. Detter, McPherson, Kan.
 Sarah H. Friesen-Heinrichs, Enid, Okla.

Lulu Gilchrist-Moore, Hatfield, Missouri.

Mary McGill, McPherson, Kan.
 Jas. R. Rothtrock, McPherson, Kan.
 Emily F. Shirkey, Rockingham, Mo.
 Helen Slosson-Carter, Windom, Kan.
 Madge Stafford, McPherson, Kan.
 John B. Stutzman, McPherson, Kan.
 Jacob M. Stutzman, Conway, Kan.
 Florence Upshaw-Kline, McPherson, Kansas.
 Nettie B. Wicklund, Bushnell, Nebraska.

CLASS OF 1906.

Master's Course, PH. M.

W. E. Ray, Seneca, Kansas.

Master's Course A. M.

R. W. Baldwin, Lawrence, Kansas.
 *Mary E. Frantz.
 E. K. Masterson, Chatsworth, Ill.

Bachelor's Course.

S. C. Miller, McPherson, Kan.
 C. H. Slifer, Abilene, Kansas.
 P. C. Hiebert, Hillsboro, Kansas.
 J. H. B. Williams, Elgin, Ill.
 Dr. J. F. Studebaker, Fort Dodge, Ia.
 Minnie M. Bartels, Inman, Kan.
 Emma Horning, Tai Yuan Fu, Shanghai, China.
 F. H. Crumpaker, Tai Yuan Fu, Shanghai, China.
 Anna Newland-Crumpaker, Tai Yuan Fu, Shanghai, China.

Normal Course.

Bertha Delp, New Murdock, Kan.
 Maude Ball, McPherson, Kan.
 P. V. Wiebe,
 Grace Wright, Windom, Kan.
 Stella B. Andes, McPherson, Kan.
 Martha Bartels, Inman, Kan.
 Geo. Edgecomb, McPherson, Kan.
 Ada May Caudle, McPherson, Kan.
 Ida E. Brubaker, Conway, Kan.
 Lulu Hildebrand, McPherson, Kan.
 Harvey, M. Brubaker, Conway, Kan.
 Clara A. Weisthaner,
 Martha M. Weisthaner,
 Theodore H. E. Aschman, Inman, Kan.
 Roy Caudle, McPherson, Kan.
 Ivan G. Herr, Hope, Kan.
 Ruby Horton-Miller, Kansas City, Missouri.
 Ella I. Jacobs, McPherson, Kan.
 Ellen A. Olson, Windom, Kan.

Mary A. Pearson-Gauss, Fort Worth,
Texas.

Myrtle C. Picking, Abilene, Kan.

Olive May Snyder, McPherson, Kan.

Della S. Vaniman-Throne, Elgin,
Illinois.

Foster W. Cline, Johnston, Kansas.

Grace P. Vaniman, McPherson, Kan.

Edna Garst-Laughton, Guymon,
Oklahoma.

Pearl Blondefield-Stutzman, Conway,
Kansas.

CLASS OF 1907.

Master's Course.

George D. Kuns, Oskaloosa, Kansas.

S. C. Miller, McPherson, Kan.

Bachelor's Course.

Dottie Wheeler-Clement, McPherson,
Kan.

Charles Shively, Boulder, Colorado.

Normal Course.

Furman R. Cline, Johnston, Kan.

Margaret M. Dudte.

Raymond C. Flory, McPherson, Kan-
sas.

Mary Flory-Miller, McPherson, Kansas.

Frances Goodsheller-Rasp, McPherson,
Kansas.

Guy T. Hudson, Wiley, Colo.

Leslie M. Klepinger, Conway, Kan.

Bruce A. Miller, Darlow, Kan.

Mary E. Mohler, Red Cloud, Neb.

Lizzie Neher-Flory, McPherson, Kan-
sas.

Susie Neher-Vaniman, McPherson,
Kansas.

William E. Sterner, Bridgeport, Kan.

CLASS OF 1908.

Post Graduate.

Frank H. Crumpaker, Tai Yuan Fu,
Shanghai, China.

Collegiate.

Ruby Buckman, Conway, Kansas.

Corda Clement, Canton, Ohio.

Emily Shirky, Rockingham, Missouri.

Iva Gillespie, Kansas City, Missouri.

Harry Crumpaker, Mt. Morris, Illinois.

Theodore Aschman, Inman, Kansas.

Henry W. Lohrenz, Hillsboro, Kansas.

Julius J. Tretbar, Inman, Kansas.

Normal.

Katie Hiebert-Ebel, McPherson, Kansas.

Susie, Cline, McPherson, Kansas.

Helen Goodsheller.

Clara Neher-Vaniman, McPherson,
Kansas.

Maude Jackson, McPherson, Kansas.

Mattie Stutzman, Conway, Kansas.

Lillian Young, McPherson, Kansas.

J. W. Suderman, Menno, Kansas.

Gilbert Barnhill, Galva, Kansas.

Ella Ebbert, Garden City, Kansas.

Frank S. Kraybill, Abilene, Kansas.

Nellie G. Green, Little River, Kansas.
Bible.

Anna Newland-Crumpaker, Tai Yuan
Fu, Shanghai, China.

CLASS OF 1909.

Annie C. Colline, McPherson, Kansas.

R. W. Detter, McPherson, Kansas.

A. E. Hedine, McPherson, Kansas.

B. E. Ebel, McPherson, Kansas.

H. B. Hoffman, Abilene, Kansas.

W. O. Beckner, Manilla, Philippine
Islands.

James R. Rothrock, McPherson, Kan.

Roscoe C. Ingalls, McPherson, Kansas.

J. P. Schroeder, Buhler, Kansas.

Frank V. Wiebe, Lehigh, Kansas.

Howard S. Kasey, McPherson, Kansas.

Lulu M. Brubaker, Conway, Kansas.

Grover C. Dotzour,

J. LeRoy Carlson, Windom, Kansas.

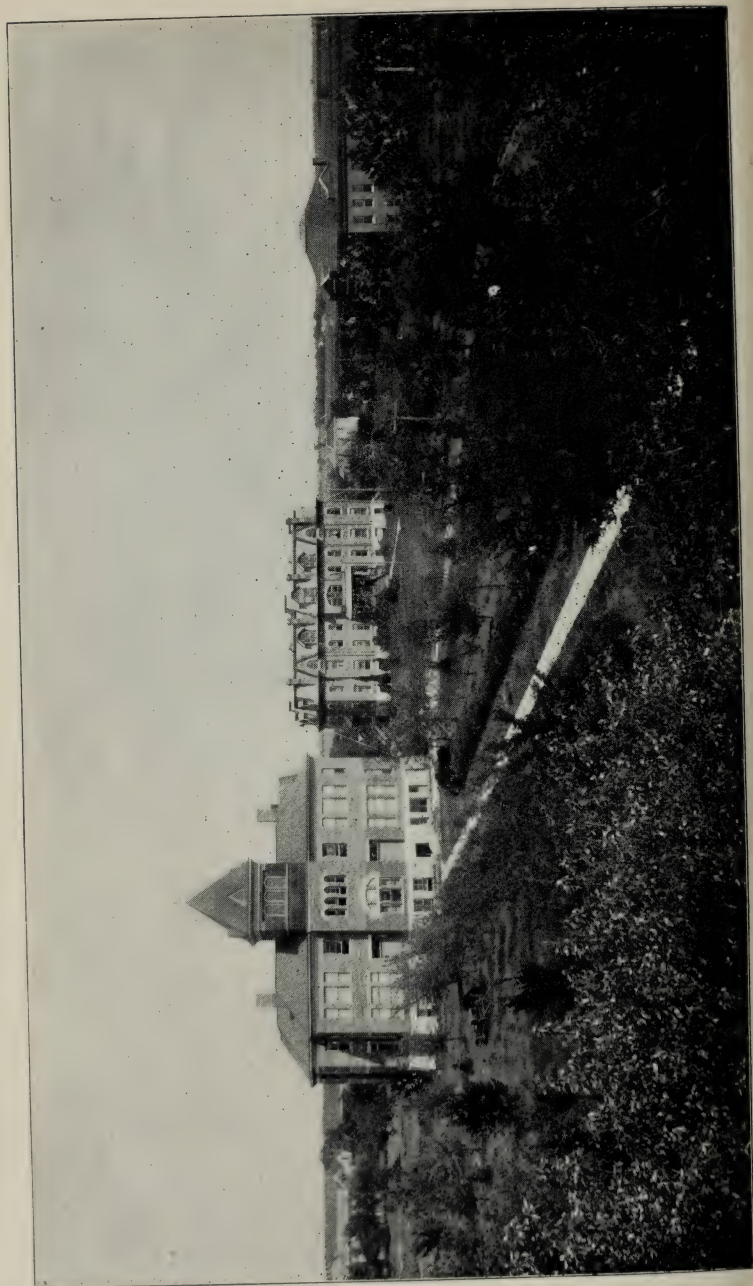
Louis O. Hope, McPherson, Kansas.

P. W. Claassen, Hillsboro, Kansas.

P. B. Way, McPherson, Kansas.

William Dexter Royer, Newton,
Kansas.

LIBRARY
OF THE
UNIVERSITY OF CALIFORNIA



McPherson College

McPherson, Kansas

UNIVERSITY OF KANSAS
LIBRARY

Annual Catalogue

1909-1910

With Announcements for

1910-1911

Calendar for 1910-1911.

1910—September 13, Tuesday	First Quarter Begins
“ November 15, Tuesday	Second Quarter Begins
“ December 24 to January 1, 1911	Vacation
1911—January 24, Tuesday	Third Quarter Begins
“ March 28, Tuesday	Fourth Quarter Begins
“ May 21, Sunday Evening	Baccalaureate Sermon
“ May 22, and 23, Monday and Tuesday	Final Examinations
“ May 22, Monday Evening	Musical Recital
“ May 23, Tuesday Evening	Expression Recital
“ May 24, Wednesday	Field Day
“ May 24, Wednesday Evening	Senior Class Exercises
“ May 25, Thursday	Class Day
“ May 25, Thursday Evening	Alumni Banquet
“ May 26, Friday Morning	Commencement

The entire object of true education is to make people not merely do right things, but to enjoy right things; not merely industrious, but to love industry; not merely learned, but to love learning; not merely honest, but to hunger and thirst after honesty.—Ruskin.

Board of Directors

Elder Edward Frantz, <i>President</i>	McPherson, Kansas
S. B. Fahnestock, <i>Vice President</i>	McPherson, Kansas
F. A. Vaniman, <i>Treasurer</i>	McPherson, Kansas
H. J. Harnly, <i>Secretary</i>	McPherson, Kansas
Elder J. J. Yoder	McPherson, Kansas

Brethren Educational Board.

Elder H. C. Early, <i>Chairman</i>	Penn Laird, Virginia
Pres. A. C. Wieand, <i>Secretary</i>	Bethany Bible School, Chicago
Elder John Calvin Bright, <i>Treasurer</i>	Dayton, Ohio
Elder L. T. Holsinger	Clarkshill, Indiana
Elder A. G. Crosswhite	Flora, Indiana
President W. B. Yount	Bridgewater College, Virginia
President Edward Frantz	McPherson College, Kansas

Faculty and Instructors for 1910-1911.

"I maintain, my friends, that every one of us should seek out the best teacher whom he can find, regardless of expense or anything."

*EDWARD FRANTZ, A. M., PRESIDENT,
Biblical Languages and Literature.

*JOHN A. CLEMENT, A. M., VICE PRESIDENT,
Philosophy and Education.

H. J. HARNLY, A. M., PH. D.,
Biology and Philosophy.

S. B. FAHNESTOCK, A. B., M. C., SECRETARY,
Superintendent Commercial Department; Commercial
Branches and Drawing.

S. J. MILLER, A. M.,
English and German.

CLAUDE J. SHIRK, A. M., S. M.
Mathematics, Chemistry and Physics.

C. C. KOCHENDERFER, A. M.,
Education, History and Social Sciences.

ELD. J. J. YODER,
Bible.

E. LEROY CRAIK, A. B.,
Latin and Greek.

F. G. MUIR,
Director of Music Department; Piano, Organ, Har-
mony and Voice Culture.

L. EVELYN MORAN,
(Columbia College of Expression)
Expression and Physical Culture.

J. C. RUSSELL,
Chemistry.

HOMER LICHTENWALTER,
Mathematics and Assistant in Physics.

G. F. BARNES,
Assistant in Chemistry.

S. IRA ARNOLD,
Mathematics.

*On leave of absence.

P. S. GOERTZ,
Assistant in Language.

CLARE BRADBURY,
Assistant in Zoology.

GROVER DOTZOUR,
Physiology.

D. C. STEELE,
U. S. History and Civics.

J. P. SCHROEDER,
German

WALTER THOMPSON,
English.

LILLIAN HOPE,
Shorthand and Typewriting.

P. W. SEIDEL, M. Acct.,
Book-keeping.

ALVIN C. ASHBY, M. Acct.,
Assistant in Book-keeping.

ERNEST VANIMAN, B. S. D.,
Vocal Music.

F. G. MUIR,
Chapel Music.

JENNIE BUSH SHIRK,
Librarian.

Others to be supplied as needed.

GENERAL INFORMATION

LOCATION AND ACCESSIBILITY

PURPOSE AND IDEALS

MATERIAL EQUIPMENT

MORAL AND RELIGIOUS INFLUENCES

LITERARY SOCIETIES

DISCIPLINE

EXPENSES

LOCATION AND ACCESSIBILITY.

McPherson, Kansas, is not far from the center of the state, whose geographical and material advantages have been made famous in Governor Hoch's celebrated metaphor, "The rich, juicy meat in the heart of the national sandwich." It is a thriving little city of thirty-five hundred people and is the seat of government of McPherson county. It is a city of prosperous merchants, beautiful homes, parks and shade trees, and is surrounded by waving fields of wheat, corn and alfalfa. The climate is mild and healthful.

McPherson is easily accessible from all parts of the country. The El Paso division of the Rock Island system passes through it, over which run daily through trains between Chicago and California. A branch of the Santa Fe system connects McPherson with the main line about fifty miles distant, both east and west. The Union Pacific and Missouri Pacific roads also have branches here.

The College is beautifully situated on an elevation at the eastern end of Euclid street, the principal east and west thoroughfare of the city. The campus is dotted with growing maples, elms and evergreens, and is far enough from the center of business to insure an environment most favorable to student life.

PURPOSE AND IDEALS.

McPherson College was established in order to provide the young people of the Church of the Brethren with facilities for a thorough, Christian education. However, no denominational test of admission is applied and its doors are open to all persons of good moral character who are in sympathy with the general spirit of the institution.

The conception of education that controls at the College is that which regards it as a development of the whole being, body, mind and spirit. While the most thorough and exacting intellectual discipline is demanded, as an examination of the courses in this catalog will show, special care is taken that the whole atmosphere of the school shall be favorable to spiritual culture also. High ideals of character are constantly

held forth. True education is held to include both the acquisition of power and the direction of this power to worthy ends. Equipment for honorable service to humanity and for appreciation of the best things which life can afford are ideas distinctly taught.

The institution stands definitely for the doctrine of "The Simple Life." Modesty in dress and bearing, simplicity in social customs, the dignity of all honest labor, are popular ideas. The rich student who imagines that his wealth will bring him prestige is likely to suffer a painful disillusionment, while the poor one who must work his way through, provided only his work be well done, will find himself honored and respected. No aristocracy, save that of character, is known.

MATERIAL EQUIPMENT.

BUILDINGS.—Three large substantial buildings furnish ample accommodations. The main building, ninety-four by one hundred and seventeen feet, contains the chapel, recitation rooms, commercial hall, part of the laboratories and the gymnasium.

A second building, forty by one hundred feet, three stories and basement, is used as a dormitory and dining hall. Students' rooms are comfortably furnished, have steam heat and electric lights.

A third building, a Carnegie library, fifty by sixty feet, is equipped with all necessary library conveniences.

The Gymnasium occupies a basement room thirty by seventy feet, with bath and dressing-room annex, twenty-five by thirty-five feet. The gymnasium is well equipped with apparatus, tub and shower baths and lockers.

The athletic grounds, occupying the north side of the campus, have been recently put into good condition and are now well equipped for college athletics.

LIBRARY.—The beautiful new library building of pressed brick, stone and concrete, with over sixteen thousand dollars of upkeep endowment, will be ample to meet our library and reading room wants. There are over ten thousand volumes

in the library. New books are constantly added. In the reading rooms are found scores of the best newspapers and magazines.

APPARATUS.—In the way of apparatus, there is no college in the west better equipped for the work it attempts.

There are fifteen modern microscopes, two microtomes, ovens, paraffine baths, projecting microscope, and all other equipment of a first class biological laboratory.

The chemical laboratories are equipped with modern desks, hoods, balances, gasometers, retorts, chemicals, etc. In fact, everything needed to do first class work.

In the physical laboratories are to be found air pumps, engines, dynamos, motors, galvanometers, spectroscopes, ampere meters, resistance coils and hundreds of other pieces of apparatus too numerous to mention. There is a Chicago model dissolving view stereopticon, also a more modern single stereopticon fitted for either oxy-hydrogen, oxy-ether, acetylene or electric light illumination, with attachments for opaque and microscopic projections.

For astronomy there is a four-inch telescope, and for surveying a transit and other necessary equipments.

THE MUSEUMS.—Here are valuable collections of mammals, birds, birds' nests and eggs, reptiles, corals, shells of various kinds, insects, minerals, rocks and fossils, herbarium, etc., etc. Additions to the collections are solicited.

MORAL AND RELIGIOUS INFLUENCES.

The high ideals and principles for which the college itself stands, together with most favorable surroundings, combine to impart to the student life a moral tone of an exceptionally high order. McPherson has many live churches, a large active Y. M. C. A., a public library, another college beside our own, a choral union, a first class lecture course. It has no saloons, no joints, and no paupers. More than the average city or town it is free from the vices which are liable to prove pitfalls for young people. McPherson is not noted for its mines or manufacturing interests, but is dependent for its prosperity upon the rich agricultural community which surrounds it. It is easy to

see how this fact tends to keep away from the city the less desirable classes of inhabitants. It is an ideal college town; just the kind of a place in which it is a pleasure to live and to which it is safe for parents to send their sons and daughters.

In the college itself devotional exercises are held each school day in the chapel, and regular evening prayers are held in the dormitory. The morning watch and systematic daily Bible study are also observed by many. Sunday School and two preaching services are held in the college chapel each Lord's day. Young people's societies are active and exert a strong Christian influence upon the student body. And what is really of chief significance in determining the religious tone of an educational institution, the teachers are Christian men and women, and their daily work is permeated by the Christian spirit.

LITERARY SOCIETIES.

Two literary societies are sustained by the students of the college. Every student is expected to unite with one of these societies and to participate in the exercises of the society.

THE IRVING SOCIETY is open to the students of the collegiate classes and the senior normals. The sessions are held each Saturday evening in Irving Hall. The hall is well furnished and lighted by electricity.

THE EUREKA SOCIETY is open to sophomore and junior normals and junior and senior academic students. The sessions are held each Saturday evening in the college chapel.

Students cannot afford to miss the mental discipline acquired by taking part in these societies. An annual oratorical contest is held under the auspices of the Irving Society.

DISCIPLINE.

The standards of social life and conduct at McPherson College are those which belong to well-bred people everywhere. When young people apply for admission to the college it is assumed that they are ladies and gentlemen, and they are treated and trusted as such until they show themselves unworthy of the trust. If a student shows a disposition not to fall in line with the high standard of conduct which prevails, he is admon-

ished. If he persists, he cannot remain in the institution.

The reformation of young people of vicious habits is a noble work, but it is not compatible with the purpose and ideals of McPherson College. The best interests of its constituency demand that its opportunities should be open to ladies and gentlemen only. The patronage of those who want to have a "good time" is not solicited. When the presence of such is discovered they must choose quickly between a change of program and a departure to other climes. To all who mean business and want the largest returns for time and money expended we extend a hearty welcome and we promise you the best service which it is in our power to give.

EXPENSES.

Cash or 8 per cent note in advance.

One study, half tuition; two or more studies, full tuition.

Tuition, per quarter (a quarter is nine weeks).....	\$ 10.75
Tuition, per week.....	1.25
Tuition, Stenography, per quarter.....	10.00
Tuition, Stenography, with other studies, per quarter....	5.00
Tuition, Typewriting, per quarter.....	6.00
Tuition, Full Course of Advertising.....	35.00
Board, one quarter.	22.50
Board, per week.	2.50
Holiday vacation, no boarding in the Dormitory.	
Fuel, Fall or Spring quarter.....	1.00
Fuel, Winter quarters, each.....	4.50
Fuel, per week, Fall or Spring quarters.....	.15
Fuel, per week, Winter quarters.....	.50
Rooms, including Blinds, Broom, Dust-pan, Slop-pail.	
Wash-stand, Table, Bowl, Pitcher, two Chairs, Bed, and Mattress, per week.....	.50
All students pay per quarter for Library fee.....	.25
Special examination fee.	1.00
Private lessons, in advance, each.....	.50
Tuition for Post Graduate year.....	40.00
Board, Fuel, Room Rent, Library Fee, Tuition, Spring and Fall.	39.00
Board, Fuel, Room Rent, Library Fee, Tuition for Win- ter terms, each	42.50

Students are charged at quarter rates for whole quarters;

at week rates for less than a quarter. No reduction for absence of less than two weeks. Text books and stationery are kept on sale at the college office. Students should bring with them any text book they may have on hand. Students wishing to room in the Dormitory will bring sheets, pillow-cases, pillows, napkins, blanket, comfort, rug and other articles they wish, in order to make their room attractive. Students voluntarily rooming alone, two rates for room rent and fuel.

Board and room can be had on the Hill or in the City for from \$3.00 to \$3.50 per week.

LABORATORY FEES.

Chemistry, Any Course.....	\$ 3.00
Physics, Academy, per quarter.....	1.50
Physics, Advanced, per quarter.....	3.00
Astronomy, per quarter.....	2.00
Biological branches, per quarter	3.00
Zoology, per quarter.....	1.00
Botany, per quarter.....	.50
Physiology, per quarter.....	1.00
Geology, per quarter.....	.50

GRADUATING FEE, INCLUDING DIPLOMA.

College.	5.00
College, Post Graduate.	10.00
College, with State Certificate.....	6.00
Normal.	5.00
Normal, with State Certificate.....	6.00
Expression.	3.00
Music (Certificates)	3.00
Music (Diploma).	5.00
Commercial.	3.00
Commercial (Post Graduate).....	5.00
Biblical (Certificate).	3.00
Biblical (Collegiate).	5.00
Academic.	3.00
Shorthand.	3.00
Penmanship (Certificate).	1.00

For further information address, McPherson College, McPherson, Kansas.

COLLEGIATE DEPARTMENT

NATURE AND SCOPE

THE SUBJECTS OF INSTRUCTION

REQUIREMENTS AND COURSES

Collegiate Department.

NATURE AND SCOPE.

Two collegiate courses are offered, the classical and scientific, leading to the degree of Bachelor of Arts and Bachelor of Science. These courses, as described, serve to show the nature and amount of the work required for the degree, but it is not to be supposed that the courses of all students must conform exactly to either of them. Reasonable liberty of substitution is allowed, provided the work offered is equal in value to that for which it is substituted. For special pre-medical and pre-engineering courses, see page 37.

ENTRANCE REQUIREMENTS.—Students may be admitted to the college from high schools, academies and preparatory departments of other colleges, as well as on completion of our own academy course. The applicant for admission must present a certificate or a letter from the principal of the school recommending him for admission.

Students from high schools accredited by the high school examiner for the State University will be admitted unconditionally, provided that they have the following units to their credit:

1. Three units of English;
2. Two and one-half units of Mathematics;
3. Four units of Latin;
4. One unit of Physical Science;
5. One unit of Biological Science;
6. One unit of History.

A unit is a subject (like Latin, for example) running for one year; that is, not less than thirty-six weeks, four recitations per week, with at least sixty minutes for each recitation. Fifteen units are necessary for unconditional entrance, the remaining units being elective.

Following is given the list of accredited high schools as prepared by the State University:

Accredited High Schools.

CLASS I.

Schools in this list are fully accredited and are working under the most favorable conditions.

NAME OF SCHOOL.

Abilene	*Hutchinson
Academy of Idaho, Pocatella	Iola
Albuquerque, N. M.	Joplin, Mo.
Anthony	*Junction City
Argentine	Kansas City, Kan.
Arkansas City	Labette Co., Altamont
Atchison	La Junta, Colorado
Atchison Co., Effingham	*Lawrence
Bartlesville, Oklahoma	*Leavenworth
Beaverhead Co., Dillon, Mont.	Lewis Academy, Wichita
Beloit	Loretta Academy, Kansas City,
Burlingame	Mo.
Chanute	Lyons
Chase Co., Cottonwood Falls	Mankato
Cherokee Co., Columbus	Manual Training, Kansas City,
Clay Co., Clay Center	Mo.
Coffeyville	Marion
Concordia	Marysville
Council Grove	McPherson
Crawford Co., Cherokee	Minneapolis
Decatur Co., Cherokee	Montgomery Co., Independ-
Decatur Co., Oberlin	ence
Dickinson Co., Chapman	Newton
El Dorado	Norton Co., Norton
Ellsworth	Olathe
El Reno	*Ottawa
Emporia	Paola
Eureka	Parsons
*Ft Scott	Peabody
Galena	Pittsburg
Garnett	Plainville
Great Bend	Pratt
Halstead	Prosser, K. C., Mo.
Harper	Rosedale
Herington	Salina
Hiawatha	Sedgwick
Holton	Seneca
Hot Springs, Ark.	Sheridan Co., Hoxie
Humboldt	Smith Center

Southern Kan. Acad., Eureka	Urbana University Acad.
*Sumner Co., Wellington	Urbana Ill.
St. Joseph, Mo.	Warrensburg, Mo.
Thomas Co., Colby	Washington
Sterling	Wentworth Military Academy,
*Topeka	Lexington, Mo.
Trego Co., Wakeeney	Western Military Academy, Up-
Univ. Mil. Acad., Columbia, Mo.	per Alton, Ill.
Univ. Prep. School, Kansas	*Wichita
City, Mo.	Winfield

*Schools are accredited by the North Central Association of Colleges and Secondary Schools.

CLASS II.

Schools named in this list are fully accredited, but fall short of the most favorable conditions in some respects. (It may be a shortage in laboratory equipment, short school term, or perhaps the teachers are required to carry too many recitations.)

NAME OF SCHOOL.

Belleville	LaHarpe
Burlington	Larned
Caldwell	Lyndon
Cherryvale	Neodesha
Clyde	Osage City
Ellis	Osborne
Frankfort	Osawatomie
Garden City	Russell
Gas City	Sabetha
Gove City, Gove	Stockton
Horton	Wamego
Howard	Yates Center

CLASS III.

The schools named in this list fall short of full preparation by not more than three units.

NAME OF SCHOOL.

Alma	Bronson
Attica	Blue Rapids
Axtell	Burrton
Augusta	Cawker City
Belle Plaine	Centralia
Blue Mound	Clifton
Bonner Springs	Colony

Delphos	Mound City
Dixon Township, Argonia	Nortonville
Dodge City	Onaga
Douglass	Oskaloosa
Erie	Overbrook
Eskridge	Phillipsburg
Florence	Pleasanton
Girard	Rawlins Co., Atwood
Glen Elder	Reading
Greenleaf	Scranton
Hartford	Sedan
Hill City	Sherman Co., Goodland
Hillsboro	Solomon
Kingman	Stafford
Kinsley	St. John
LaCygne	St. Mary's
Lecompton	Tonganoxie
LeRoy	Valley Falls
Lincoln	Waterville
Logan	Waverly
Maple Hill	Weir
Moline	Wetmore
Moran	Wilson

CLASS IV.

Schools named in this list offer courses that have been approved by the University, but they have not yet fulfilled other conditions for accredited relations.

NAME OF SCHOOL.

Altoona	Lansing
Boling	Linwood
Buffalo	Little River
Burr Oak	Lorraine
Cheney	Louisburg
Corning	Marquette
Formosa	Scandia
Gardner	Scott Co.
Glasco	Sylvian Grove
Gypsum	Syracuse
Havensville	Wathena
Hoisington	Wellsville
Irving	Westmoreland
Kincaid	Williamsburg
Lane Co.	

STATE CERTIFICATE—Those who complete one of our

college courses including the Pedagogy here outlined, will receive from the State Board of Education a State Certificate for three years. After having taught successfully two of the three years and having shown a satisfactory interest in the literature of the profession, a Life Diploma will be issued. The only examinations are those given by the College when the studies are taken. Following is an outline of the Pedagogy required:

1. A course of twenty weeks in History of Education.
2. A course of ten weeks in Philosophy of Education.
3. A course of twenty weeks in School Administration.

All above courses to be given by the Professor of Pedagogy.

4. One teachers' course of twenty weeks in some other department of the institution, which must include (a) a broad review of the field in which the course is given; (b) a development of the principles involved in the successful teaching of the subject and its correlates in the secondary schools of the state; (c) a study of the comparative value of authorities and methods and the uses of material aids in teaching; and, if possible, (d) actual practice in teaching for not less than ten weeks.

Description of Subjects of Instruction.

ENGLISH.

1. RHETORIC AND ENGLISH COMPOSITION—Four hours through the year. Daily themes required. Outlines, book reviews and extemporaneous paragraph writing during the recitation hours. Required of all Freshmen in the College.

2. THE HISTORY OF ENGLISH LITERATURE—Five hours or eight hours. General history supplemented with class study of representative authors and with required library reading. Text books, Simond's English Literature, Manly's English Poetry and Manly's English Prose. Open to all students of the college. Required for admission to all other courses in English Literature.

3. AMERICAN POETS—Three hours or five hours. First semester. General history with special reference to the work

of the chief American poets. Lectures and library course with class study of representative selections.

4. VICTORIAN LITERATURE—Three hours or five hours. Second semester. A study of all the important writers of the age. Lectures, library work and a study of representative selections from the writers.

5. MILTON—Four hours. First semester. The student is required to read all of Milton's poems and representative selections from his prose. Lectures, a study of selected poems and a detailed study of *Paradise Lost*.

6. SHAKESPEARE—Four hours. Second semester. A study of all the plays. Lectures, class recitations and library work.

7. CHAUCER—Four hours. Two semesters. Lectures on the life and times of Chaucer. A careful reading of *The Knight's Tale*, *The Squire's Tale* and *The Nonne Preestes Tale*. A rapid reading of a large part of the *Canterbury Tales*. Preparation of two theses.

8. ENGLISH LITERATURE of the Elizabethan Period, with special reference to Spenser. Two hours. First semester. Preparation of two theses.

9. BROWNING—Two hours. First semester. Lectures upon the life and literary period of Browning, with general view of more important works. Interpretative study of shorter poems and two or three of the plays. Two theses required.

GERMAN.

FIRST UNIT.—The elements of Grammar (Spanhoofd, "Die Deutsche Sprache"), including: (1) Careful drill in pronunciation; (2) familiarity with German script and text; (3) memorizing of paradigms; (4) the writing, correcting, memorizing and reciting after correction of all the English-German exercises in this grammar; (5) colloquial daily study to illustrate the principles and the vocabulary introduced; (6) the memorizing of one hundred lines of good German (popular song or narrative prose). One-half year.

The reading and translation of about one hundred pages

of simple German (as in Carruth's reader and "Glueckauf"). This reading should involve the reading aloud of the German, and rendering into good idiomatic English, and questions and answers in German upon what is read. Word-for-word translation should not be permitted, save when needed to show the precise force of an idiom. One-half year.

The above work will require, if properly done, four one-hour periods weekly for thirty-six weeks. A wise plan is to begin with the grammar and carry this continuously for five or six weeks. Then introduce the reader; at first, one lesson a week, and then after ten or twelve weeks, increasing the number of lessons from the reader until the grammar lessons have been completed and thoroughly reviewed.

SECOND UNIT.—Additional study of grammar, directed to the details of government, use of the modal auxiliaries, of the subjunctive, and of word order. (Review of the first lessons and study of the equivalents of lessons nineteen to twenty-four in Carruth's Otis's Essentials.) Practice in writing German from dictation, at least eighteen exercises (one a week for half a year, to occupy fifteen to twenty minutes each).

Reading and translation of one hundred pages of connected prose and of Schiller's "Wilhelm Tell," complete. The one hundred pages may be made up from the remainder of Carruth's Reader, together with Zschokke's "Der Zerbrochene Krug," Heyse's "Die Blinden," Storm's "Immensee," and Grimm's "Maerchen." Also translation of twenty-five standard pages of simplest English into simplest German.

THIRD UNIT.—Review of grammar and completion Carruth's Otis, lessons twenty-five to thirty, with drill on the less usual strong verbs and on the idioms of tense and order. Composition work, consisting chiefly of paraphrases of the German used for translation.

Reading of four hundred pages of standard German, with careful translation and critical understanding. (Some portion of what is translated should always be read aloud in the German.) Suitable works are Freytag's "Die Journalisten," Lessing's "Minna von Barnhelm," Hauff's "Das kalte Herz," Riehl's "Burg Neideckand," Goethe's "Herman and Dorothea."

FRENCH.

1. ELEMENTARY COURSE.—Grammar, (Van Daell and Grandgent) and easy reading. Drill in pronunciation and in forms. First Semester.

2. ELEMENTARY COURSE.—Continuation of Course 1. Reading of simple prose texts, with exercises in dictation and elementary composition. Second Semester.

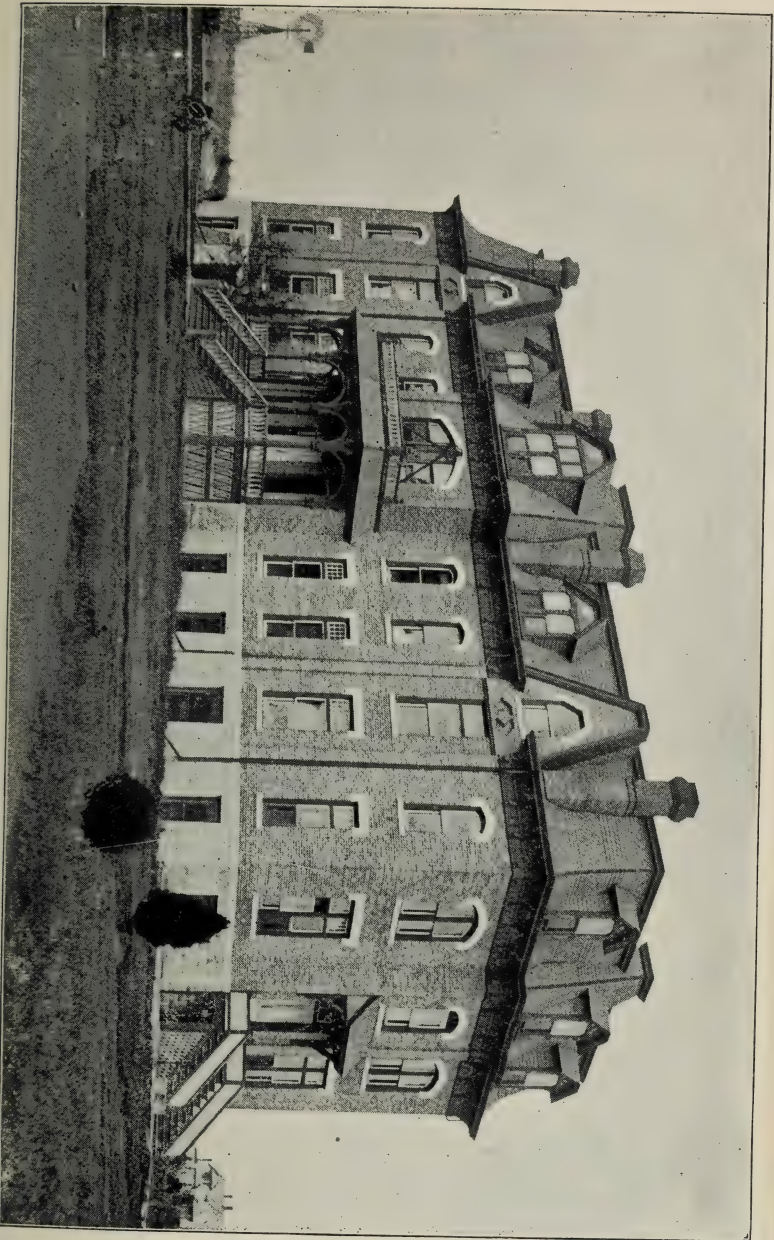
3. MODERN FRENCH PROSE.—Study of Norimee, Gautier, Hugo, Angier, and others. Dictation and practice in composition and conversation. First Semester.

4. SCIENTIFIC FRENCH.—A course intended for students who wish to prepare for the Scientific field. Second Semester.

LATIN.

FRESHMAN YEAR.—Cicero's *De Senectute*; philosophy of the times; review of the grammar; syntactical drill; outline of the production, first quarter. Cicero's *De Amicitia*; literary merit; syntactical drill; outline of the production; second quarter. Livy, selections from books I and II; short review of Virgil's *Aeneid* I-XI; early Roman history; practice in sight reading; syntactical drill; complete outline of Livy, Book I; several passages committed to memory; third and fourth quarters. All conversation in this class will be carried on in the Latin language. Four hours.

SOPHOMORE YEAR.—Horace, selections from the *Odes* and *Epodes*; careful study of prosody and practice in metrical reading; political and literary history of the Augustan age; Syntactical work; first quarter. Selection from the *Annals* of Tacitus, with a study of his style, syntax and diction; political conditions; sight reading; second quarter. Horace, selections from the *Epistles* and *Satires*; political history and social conditions of the times; sight reading; third quarter. Juvenal, selections from the *satires*; social life and literary history of the times; rapid survey of the preparatory Latin; fourth quarter. All syntactical work and conversation will be carried on in the Latin language. Terence or Ovid may be substituted for Horace. Four hours.



McPherson College, Kan., Dormitory

LIBRARY
OF THE
UNIVERSITY OF CALIFORNIA

GREEK.

The emphasis which was formerly placed on the study of the ancient classics has been transferred in modern times to other subjects, such as science, sociology and pedagogy. The effects of this shifting of emphasis have been felt in McPherson College as in all other educational institutions. The educational value of the study of the Greek language is still recognized, however, both as a means of intellectual discipline of the highest worth and as the gateway to an appreciation of the life and civilization of a people which has exerted an immeasurable influence upon modern society. In our classical course three years of good strong work in Greek are offered.

FIRST YEAR.—The first year is given to the mastery of the grammatical principles of the language, the acquisition of a vocabulary, and practice in easy historical reading. Open to fourth year students in the academy. Four hours.

SECOND YEAR.—The first semester is given to the study of Xenophon's *Anabasis*, and the second semester to that masterpiece of Greek literature, Homer's *Iliad*. Open to college freshmen. Four hours.

THIRD YEAR.—A quarter each is given to selections from Lysias, Plato, Sophocles and Demosthenes. Open to sophomores. Four hours.

NEW TESTAMENT.—Courses in the Greek New Testament given in the Biblical Department are also open to collegiate students. Four hours.

HISTORY.

1. **HISTORY OF EDUCATION**—A general introduction of the world's greatest educators and systems of education, and to the development of educational theory and practice. Lectures, text-book study, essays, and reference reading. Monroe's *History of Education*, Laurie's *Pre-Christian Education*. Three hours, first semester. Three or five hours credit.

2. **MEDIAEVAL AND MODERN HISTORY**—The purpose of the course is to organize the general movements of political, religious, educational, industrial and social life into an historical whole, and to give some insight into the nature of history

and its problems. To this end the student discovers and applies those fundamental conceptions which play the parts of instruments in historical study, such as form the content, continuity and differentiation, organic unity of institutional life, cause and effect, purpose and means. Robinson's History of Western Europe will be used as an outline. Discussions, essays and reports. Three hours through the year. Three or five hours credit per semester.

3. ENGLISH HISTORY—A brief outline of the history of earlier England followed by a more careful study of the periods of the Tudors, Stuarts and the house of Brunswick. This course is intended to give the student a good general knowledge of the history of our Mother Country and to prepare for subsequent courses in English Literature and Higher United States History. Two hours through the year. Four or six hours credit.

4. AMERICAN HISTORY—Includes the study of colonial institutions, the revolution, the origin and interpretation of the constitution, the growth of nationality and its struggle with slavery and democracy. Three hours through the year. Six or ten hours credit. Not offered 1910-1911.

5. ANCIENT HISTORY OF PHILOSOPHY—A course in the history of philosophical systems with lectures and discussions as to their values. Text and lectures. Three hours, first semester. Six hours.

6. MODERN HISTORY OF PHILOSOPHY—A study in the theory of thought and knowledge, and of modern philosophy in which an attempt is made to discover the principles which underly the problems in question, and to find, if possible, a conception of being in which the mind can rest. It is a critical study throughout. Classics by philosophers are used as texts, supplemented by lectures, reference readings and theses. Three hours, second semester. Six hours.

7. BIBLE HISTORY—Two years. See Collegiate Bible course.

MATHEMATICS AND ASTRONOMY.**(a) Mathematics.**

1. **UNIVERSITY ALGEBRA.**—A general review of principles of Algebra is taken up first. The principal topics are quadratics, imaginaries, theory of exponents, ratio and proportion and variation, progression, graphical interpretation of equations, theory of limits, series, methods of undetermined coefficients, binomial theorem, choice and chance, determinants, theory of equations, solution of numerical higher equations by graphic method and Horner's method. One-half of problems required besides all demonstrations. Time, eighteen weeks, first semester, four hours.

2. **TRIGONOMETRY, Plane and Spherical.**—Careful attention is paid to the consistent and scientific development of the fundamental principles and definitions. The course embraces the relation of the six functions, as ratios, circular measurement of angles, proof of principal formulas, construction and use of trigonometrical tables and the solution of right and oblique triangles. Many practical problems are required to be solved. Time, eighteen weeks, first semester, four hours.

3. **ANALYTIC GEOMETRY.**—Elements of plane analysis, including the geometry of conic sections. Some of the fundamental elements of solid analytics are presented. Smith and Gale's "Introduction to Analytic Geometry" the text. Time, eighteen weeks, second semester, four hours, elective.

4. **CALCULUS.**—Elementary courses in differential and integral calculus. Fundamental principles and general methods, with practical application to problems. Granvill's "Differential and Integral Calculus" used as text. Time, eighteen weeks, second semester, four hours, elective.

(b) Astronomy.

The department has a four-inch telescope, made by W. D. Moge & Company, noted telescope makers. It is a high grade instrument and has proven its value in the work of several classes. The instrument is sixty inches focal length, supplied with usual eye-pieces, reaching a power of 300 diameters, besides a solar and a micrometer eye-piece, and spectroscopic at-

tachment. The department has a celestial globe, transit instrument, projection lantern and a large reference list of latest books, magazines and monographs.

1. **DESCRIPTIVE.**—Regular text book work, supplemented by lectures and investigation of special subjects. Course embraces a study of the facts and principles, the earth, moon, planets, comets, stars, nebulae, the structure of the heavens, and the various astronomical theories. Laboratory work, six hours per week. Notes of observations required besides theses and star maps. Time, nine weeks, third quarter, three hours, elective.

2. **DESCRIPTIVE.**—The more theoretical and mathematical part of astronomy is presented. General research and papers on special subjects as history, theories, the use of instruments. Laboratory work, six hours per week. Notes of observations required besides papers. Time, nine weeks, fourth quarter, three hours, elective.

CHEMISTRY.

The chemistry department, located in the basement, is well equipped. The laboratory room for experimental work accommodates forty students working at one time. There are good chemical tables with drawers and lockers. General apparatus includes chemical charts, gas generators, gasometers, gas cylinders, analytical and general balances, spectroscope, spectrometer, projection lantern, drying ovens, water baths, endiometers, burettes, thermometers, besides complete stock of glass-ware, chemicals, and smaller pieces of apparatus. Each student is loaned the apparatus necessary for individual use. An excellent reference library, consisting of principal text books, journals and other publications relating to chemistry, is in an adjoining room. While in the courses given, the text books are used as guides, the instruction is in no case confined to what is in the book. Students are referred to standard publications bearing on their work. Further, the chief instruction in every course is that given in the laboratory.

1. **GENERAL INORGANIC CHEMISTRY.**—This course comprises a study of the most important chemical facts:

First, the physical and chemical characteristics, the preparation and recognition of the principal elements and their compounds, the fundamental principles, processes, and definitions, and some of the modern chemical theories; second, the practical application of chemistry to every day life and to useful arts. Regular text book work supplemented by lectures and class demonstrations. Course covers the non-metallic elements and their compounds. Physics required as a basis. Laboratory work, six hours per week. Note book of experiments performed and chemical reactions is required, as also thesis and carefully written abstracts of lectures. Time, eighteen weeks, first semester, five hours.

2. GENERAL INORGANIC CHEMISTRY.—Continuation of course 1. Course embraces a careful study of the laws of the subject; a comprehensive study of the metals, their properties, general reactions, and tests; a solution of many problems of a chemical nature. Note book of experiments performed and chemical reactions is required, as also thesis and abstract of lectures. Laboratory work, six hours per week. Time eighteen weeks, second semester, five hours.

3. QUALITATIVE CHEMISTRY.—Open to all who have had Course 1. It comprises a study of those reactions of the elements and their compounds that are used in their detection. This is followed by the practical application of the knowledge thus gained to the analysis of unknown substances both in the solid form and in solution. Regular text book work in qualitative analysis and metallurgy, besides lectures and investigative work in chemical subjects. Laboratory work, six hours per week. Notes of experiments and reactions required besides theses. Time, eighteen weeks, first semester, five or seven hours.

4. QUANTITATIVE CHEMISTRY.—Comprises a large number of gravimetric and volumetric determinations, together with the study of the chemistry of the operations involved. Analysis of a number of unknowns. Laboratory work, six hours per week. Recitations on work and processes involved, history of chemistry, and general theories. Notes of experiments and re-

actions required, besides thesis. Time, eighteen weeks, second semester, five or seven hours.

5. **ORGANIC CHEMISTRY**.—A study of carbon compounds and their derivatives. Regular text book work supplemented by lectures and investigative work. Laboratory work, six hours per week. Notes of experiments and reactions required besides theses. Time, eighteen weeks, first semester, five or seven hours.

6. **AGRICULTURAL CHEMISTRY**.—Presentation of the fundamental methods of Agricultural analysis as carried out in the laboratories of Experiment Stations. Laboratory work six hours per week, second semester. Four hours.

7. **SANITARY AND DOMESTIC CHEMISTRY**.—A study of the air, water, heating, lighting, and ventilation, foods and beverages, adulterants. The simple tests are given, but no attempt at analytic work. Laboratory work, six hours a week, second semester. Four hours.

8. **PHYSIOLOGICAL CHEMISTRY**.—A course in chemistry of protoplasm using yeast as an example, followed by a study of foods and their changes during cooking, digestion and absorption, then the chemistry of the blood and the waste tissues of the body and finally the chemistry of the excretions. Mammals used as a type of living organisms. Laboratory work six hours per week. Second and third quarters. Five hours.

PHYSICS.

This department is well supplied with standard apparatus for class demonstration and for both qualitative and quantitative experimental work in dynamics, heat, light, sound, magnetism and electricity. Besides the general supplies, the apparatus includes a linear expansion apparatus, Atwood machine, impact apparatus, tensile strength apparatus, torsion apparatus, elasticity apparatus, torsion pendulum, inertia apparatus, analytical and Jolly balances, spherometer, cathetometer, mechanical powers, centrifugal force apparatus, air pump, hydrometers, calorimeters, barometers aneroid and Fortin, Boyle's law tube, vacuum gauge, thermomultiplier, air thermometers, reflectors, thermometers chemical and differential, maximum and mini-

mum, sonometer, Knudt's apparatus, Chladni's apparatus, manometric flame apparatus with rotator, gratings, photometers, polariscope, voltmeters, ammeters, millivoltmeters, resistance boxes, standard cells, D'Arsonval galvanometer, dynamo, induction coils, Wheatstone bridge, rheostats, transformer, earth inductor, spectroscope, spectrometer, wireless telegraphy outfit, X-ray outfit, Holtz machine. Many new pieces are being added as rapidly as possible. All the ordinary experiments given in a year's course of college physics can be performed. In the library are many standard books and articles relating to the subject.

1. MECHANICS.—Open to sophomore collegiates and those having had Physics 1, geometry, trigonometry and university algebra. Course embraces an extended investigation of laws and principles of mechanics, hydrostatics, and pneumatics. Laboratory work, ten hours per week. Drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks, first quarter, three or four hours.

2. HEAT.—Continuation of Physics 1. Course embraces a discussion of laws and principles of expansion, calorimetry, fusion, vaporization, boiling, conduction and radiation, and thermodynamics. Laboratory work, ten hours per week. Drawings and notes of experiments required. Ample practice in solution of practical problems. Time, nine weeks, second quarter, three or four hours.

3. ELECTRICITY AND MAGNETISM.—Continuation of Physics III. Course embraces laws and principles underlying electrostatics, magnetism, and current electricity. Laboratory work, ten hours per week. Drawings and notes of experiments required. Practical problems given. Time, nine weeks, fourth quarter, three or four hours.

4. SOUND AND LIGHT.—Continuation of Physics II. Course embraces a study of the principles, laws and theories forming the basis of acoustics and optics. Laboratory work, ten hours per week. Drawings and notes of experiments required. Practical problems given. Time, nine weeks, third quarter, three or four hours.

BIOLOGY.

The material equipment consists of a good quality of modern Bausch & Lomb compound microscopes, besides projection microscope, stereopticon, microtomes, paraffine baths and other general apparatus. There is a large and complete supply of staining agents, mounting media, and apparatus necessary for biological and histological work. The student is enabled by taking advantage of the elective work to secure an extended course in zoology along the lines of cytology, embryology, bacteriology, and comparative anatomy. For study along these lines, the department has Bausch & Lomb compound microscopes fitted with Abbe condensers, mechanical stages, micrometer eyepieces, and oil immersion lenses, incubators, Arnold steam sterilizers, Bausch & Lomb automatic microtome, paraffine baths, and other general apparatus. There is a large and complete supply of staining agents, mounting media, and chemicals to make cultures. Many recent and valuable books are in the reference library.

(a) Zoology.

1. ANIMAL MORPHOLOGY.—A course in general morphology, embracing a thoro study in the Laboratory of a representative animal from each of the great groups. Besides the anatomy, the life history, habits, distribution, development, and relationships of all animals will be considered. Course will be given in four divisions, each one term as follows:

a. Invertebrate Zoology-Protozoa, Porifera, Coelenterata, Platyhelminthes and Nemathelminthes. First term.

b. Invertebrate Zoology-Echinoderms, Mollusca, Annelids and Arthropods. Second term.

c. Vertebrate Zoology-Reptiles, birds and fishes. Third term.

d. Vertebrate Zoology-Mammals. Fourth term.

Courses c. and d. will embrace a consideration of extinct animals also. Lectures three hours and laboratory six hours per week. Time thirty-six weeks, five or seven hours.

2. **FIELD ZOOLOGY.**—A consideration of animals in relation to their environment, including work on adaptation, life histories, habits ecological distribution, and classification. Field trips on Mondays. Laboratory three hours and lectures three hours. First term two or three hours.

3. **HISTOLOGY.**—Embraces embedding, preparing, fixing, sectioning and staining of tissues and all microscopic technique. A careful study is made of the elementary tissues and structure of the organs of animals. It is a laboratory course combined with lectures and reading. Notes, drawings, and theses required. Time second and third terms. Five hours.

4. **THEORY OF DEVELOPMENT.**—A course in history of Zoology and a careful consideration of the various theories of the organic descent from earliest times to the present. Second and third terms. Three hours.

5. **FIELD ZOOLOGY.**—A study of local fauna with reference to distribution and animal society. A study of birds and insects especially. Field trips Mondays. Laboratory work three hours per week, fourth term, two or three hours.

6. **EMBRYOLOGY.**—Recitation, lectures, and readings on development of frog, chicken, and human embryos. Laboratory course embraces a study of development of chicken and a study of embryos in the collections. Laboratory work six hours per week. Notes and drawings required, besides thesis. Time, eighteen weeks. First semester, five hours.

7. **BACTERIOLOGY.**—A study of the typical forms of non-pathogenic and pathogenic bacteria. Course embraces a study of culture processes, sterilization, and other technical methods besides determinative work. Laboratory work, six hours per week. Notes and descriptions of experiments required, besides drawings. Time, eighteen weeks. Second semester, five hours.

(b) Botany.

1. **PLANT MORPHOLOGY.**—A course in General Morphology embracing a thorough study of several representative plants

from each of the great lines of development in the different orders. Laboratory work six hours per week. Lectures two or three hours per week. The course will be divided into four parts, each extending through one quarter so as to enable the student to enter at the beginning of any term.

- a. Algae and Fungi, first term.
- b. Bryophytes and Pteridophytes, second term.
- c. Angiosperms and Gymnosperms, third term.
- d. Origin and Development of Plants, fourth term.

The course extends through the year. Five or seven hours credit.

2. **PHYSIOLOGICAL ECOLOGY.**—A study of the various plant associations as to their origin, development, and death, especially such as are found in the surrounding vicinity. Field work every Monday and laboratory work three hours per week. Time first term two or three hours.

3. **ELEMENTARY PLANT PHYSIOLOGY.**—A summary view of the general functions of the organs of seed-plants, such as absorption, transpiration, photosynthesis, and respiration. Lectures three hours, laboratory work three hours per week. Time second term, two or three hours.

4. **ECOLOGICAL ANATOMY.**—Plant tissues from the standpoint of origin and function. Lectures two hours and reading. Laboratory work six hours. Time third term two or three hours.

5. **ELEMENTARY ECOLOGY AND FIELD BOTANY.**—Plants in relation to environment, and a study of the local flora including the recognition of plants of all groups. Field trips Mondays and laboratory work three hours per week. Time fourth term, two or three hours.

PHYSIOLOGY.

The Physiology department is thoroughly equipped with improved modern apparatus for demonstration and experimental work. The apparatus consists of stereopticon with microscope

and opaque projections, microscopes, charts, manikin, skeleton, microtome, staining and mounting media, and a large collection of slides. Besides the apparatus, the department possesses a library which contains the latest reference books, and other literature pertaining to the subject.

Courses.

1. COLLEGE PHYSIOLOGY.—Open to Senior Normals and Freshman Collegiate students. Requirements Physiology 1 of Academic or its equivalent. Lectures and demonstrations given. Students should have completed at least one course in chemistry and zoology in order to better understand the explanations and the text book. The course embraces a study of the tissues, the skeleton, the digestive and circulatory apparatuses, the muscular, nervous, and other systems, besides the laws and principles underlying the processes of the human body. Laboratory work, which includes mounting, microscopic study, and drawings of the principal tissues of the body, a study of the human skeleton, and dissection work, two hours per week. Notes, drawings, and theses required. Recitations two times per week. Time, thirty-six weeks. Four hours.

2. HISTOLOGY.—This course embraces preparing, fixing, embedding, sectioning and staining of tissues and all microscopic and histological technique. A careful study is made of the elementary tissues and structure of the organs of animals. It is a laboratory course combined with recitations, lectures, and reading. Notes, drawings, and theses required. Time, eighteen weeks, second and third terms, five hours.

GEOLOGY.

This department has a collection of about one thousand specimens of minerals and rocks, a large collection of fossils, a fine collection of corals and seashells, besides a department library of latest books. McPherson County is located in quite interesting and extensive geological formations, as the equus beds, Permian group, and Dakota formation. County is rich in fossils. College is equipped for doing determinative work in mineralogy.

Courses.

1. **GEOLOGY.**—Course embraces a study of crystallography, and a study of the common minerals and rocks so that the student may identify them. An elementary knowledge of paleontology is obtained by study of fossils in the collection. Regular text book work embraces a study of physiographical, dynamical and historical geology. Lectures given. Trips to the most important geological formations are taken. A collection of forty rocks and minerals required. Theses required, besides notes of lectures. Time, eighteen weeks, second semester, four hours.

2. **MINERALOGY.**—A course offered to those who have had courses in general chemistry and physics. The properties, methods of investigation, and uses of minerals and rocks, a study of crystallography, and the determination of about forty rocks, are included in the course. Laboratory work, six hours per week. Time, eighteen weeks, five hours by appointment.

POLITICAL ECONOMY, POLITICAL SCIENCE AND SOCIOLOGY.

1. **ECONOMICS.**—This course is introductory and acquaints the student in a general way with the terms, problems and schools of economy. Four hours. Lectures, text and reference, Walker, Blackmar, and Hadley. First semester, normals. Four hours.

2. **ECONOMICS.**—The principles of economic life are studied with constant reference to the economic aspects of legal and political problems and to the development of the United States. Certain topics of applied economics, such as trusts, socialism and tariff, are selected for more extended discussion in the light of these principles. Much of the class-room work takes the form of free, oral discussion. A fundamental aim is to aid the students to think, with accuracy, insight, and sound judgment, for themselves. Seager, Introduction to economics; Hadley, Economics; Bullock, selected readings in economics, and parallel reading. Three hours, first semester. Three or five hours credit.

3. **ECONOMIC PROBLEMS.**—A brief resume of economic theory and the current economic problems of wages, currency, banking, corporation, finance. Lectures, assigned reading, re-

ports. Prerequisite Economics. Three hours, second semester. Three or five hours credit.

4. **ELEMENTS OF SOCIOLOGY.**—Idea of social law; Society and natural environment; original types of mind and character, the capacity for co-operation, the cultural beliefs and the economic, legal and political habits of peoples; early forms of the family; the origins, structures and foundations of the clan, the organization of the tribe, the rise of tribal federations, tribal feudalism, and the conversion of the gentile into a civil plan of social organization; social tasks and functions; social abnormality; the social mind; guidance of the public mind; a general theory of society. In connection with the text-book study of theory, lectures are given on the pre-suppositions and the methods of the scientific study of society, and students are required to analyze and to classify sociological material of live interest, obtained from newspapers, reviews, and official reports. Three hours, first semester, three or five hours credit. Not offered 1910-1911.

5. **MUNICIPAL GOVERNMENT.**—Historical sketch of cities in the ancient and mediaeval world; location of cities; the modern city; rapid growth of American cities; plans of cities; city architecture and aesthetics; water supply; drainage, paving, lighting, housing of workers, tenements; the city population and its grouping; slums, settlements; typical city institutions, namely: church, theatre, saloon; municipal government and politics. Three hours, second semester. Three to five hours credit.

6. **THE SCIENCE OF GOVERNMENT.**—Text, Bluntschli's "Theory of the State". References to Wilson, Willoughby, Lowell, Bryce, Wilson, Burgess and others. Two hours, first semester. Two to four hours credit.

PHILOSOPHY.

1. **PSYCHOLOGY.**—A Sophomore and normal course. The simple facts and truths of the human mind and its development taught in a simple way. Very helpful to teachers. James's Psychology, Briefer Course, with lectures, discussions and special reports from James's Principles of Psychology, Ladd,

Royce, Titchner and Wundt. Three hours, first semester. Three hours credit.

2. CHILD STUDY AND ADOLESCENCE.—After a preliminary survey of the general field of child study, the major portion of the time will be devoted to the study of physical, mental, social and moral development of youth. Prerequisite Psychology. Lectures, text-books, essays and reports. Open to senior Normals and college students. Three hours, second semester. Three or five hours credit.

3. ANCIENT HISTORY OF PHILOSOPHY.—A course in the history of philosophical systems with lectures and discussions as to their values. Text and lectures. Three hours, first semester, three or five hours.

4. MODERN HISTORY OF PHILOSOPHY.—A study in the theory of thought, and knowledge and of modern philosophy in which an attempt is made to discover the principles which underlie the problems in question, and to find, if possible, a conception of being in which the mind can rest. It is a critical study throughout. Classics by philosophers are used as texts, supplemented by lectures, reference reading and theses. Three hours, second semester, three or five hours.

5. ETHICS.—A general investigation of the ethical principles underlying all true individual, social and national development. Dewey and Tuft's Ethics with reference to McKenzie, Wundt, Paulsen, Sedgwick. Two hours first semester; two or three hours credit.

6. CHRISTIAN THEISM.—A study of the nature and conditions of the Theistic proof, and of the philosophical basis of the conception of the Christian God. Four hours. Lectures, text, discussion. Second semester. Seniors, four hours.

7. PRINCIPLES OF EDUCATION.—A consideration of the aim, meaning, and content of education as a psychological process, showing the interaction between the individual and the natural and the social environment. A discussion of the informal and unconscious factors, together with the methods of the school room, and the problem of the ethical ideal. Titchener, Primer of Psychology; Bagley, Educative Process, and the

books on special methods in the leading subjects with references to Fitch, McMurry, O'Shea and other approved writers. Three hours, second semester. Three or five hours credit.

A College Course a Study in Philosophy.

It is the purpose of a Collegiate course to give the student a proper foundation for his philosophy of life. In order that he may be given a true conception of reality it is necessary to put him into touch with those great thinkers who have thought so much of truth. It is especially the mission of the Christian College to show in its true significance the influence of Christ's teachings in the evolution of modern society. The outcome of such a collegiate course is not simply a degree to be attached to one's name, nor yet a state of culture, but a true conception of life and a character in harmony therewith.

THE COURSES.

Notes on Electives, Requirements and Courses.

1. Candidates for degrees must elect 30 hours work from the major subjects or courses which they wish to pursue, and the final thesis must be presented from that department. Consultation with the head of the department is advised, as early as possible, so that the work may be correlated and outlined.

2. Candidates desiring to Major in any other combination of courses than those listed must consult the clasification committee first.

3. Candidates for degrees only are required to complete 120 hours work, and those wishing to secure a State Certificate also must do 5 additional hours work or 125 hours, of which 15 hours must be elected from the Professional Pedagogical Subjects.

4. Candidates for the A. B. degree without Mathematics must have at least four years Latin.

5. Candidates for the B. S. degree without Latin must elect an extra year of Mathematics.

Required Subjects. (48 hours.)

Freshman: Physiology, Rhetoric, Mediaeval and Modern History, Chemistry.

Sophomore: Literature, Psychology, Economics, Sociology,

Junior: Literature, I Semester.

Senior: Ethics, and Theism.

Elective Units (Seventy-two hours).

Freshman: One elective.

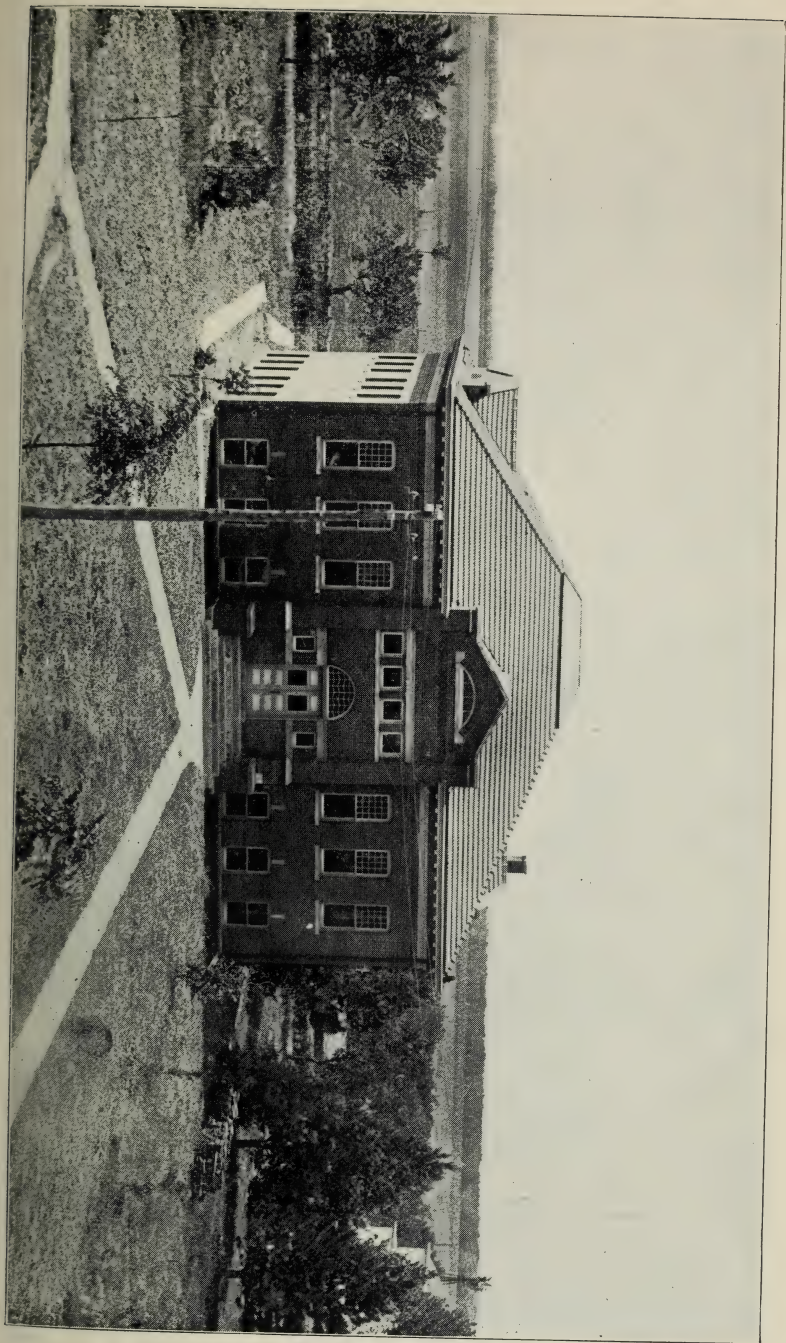
Sophomore: Two and a half units.

Junior: Four and one half units.

Senior: Four units.

Major Subjects or Courses.

- | | |
|--------------------------------|-----------------------------|
| 1. Philosophy and Bible. | 6. Natural Science. |
| 2. Education and Philosophy. | 7. Mathematics, Physics and |
| 3. English and Language. | Chemistry. |
| 4. English and History. | 8. Biology. |
| 5. History and Social Science. | 9. Chemistry. |



LIBRARY
OF THE
UNIVERSITY OF ALABAMA

PRE-MEDICAL AND PRE-ENGINEERING COURSES.

AIM.—Most of the young people who attend our special institutions to learn a profession are not prepared to do the best they could do. They come from our high schools or common schools thinking that to become a physician or surgeon, civil, mechanical, or electrical engineer, does not require the extended technical work which is necessary for success in such work. Over one-half fail in reaching the desired goal, and about one-half of the remainder just manage to get through and are crippled for rapid advancement because of the lack of thorough preparation. Our course aims to furnish just that element, the good, strong foundation for future work in the great technical schools, and thus secure to each student the success which he covets.

NEW DEPARTMENT.—McPherson College is abreast of the times. We recognize that it takes technical education to prepare the young man or the young woman for success in this day of specialization. In order to meet this growing demand, the college offers two special courses, the Pre-Medical and the Pre-Engineering. The young man can not afford to miss the great opportunities of the age. It is a day of great achievements in trades, sciences, and professions. Innumerable positions are opening every day to those prepared to do the work. These courses offered by McPherson College help to open the door to success. Come and prepare.

**Deficiencies and Units of Admission to State University
Engineering Department.**

The candidate may be admitted to the Freshman class, although deficient in some of the requirements as laid down below, provided such deficiency does not exceed three units, and that not more than one unit be in any one required subject.

Applicants for admission are advised to come without deficiencies, and to be especially well prepared in algebra and geometry.

An entrance unit represents five periods a week, of not less than forty minutes each, for thirty-five weeks. A unit in the School of Engineering represents five periods a week for a half-

year. In making up deficiencies in University classes, one School of Engineering unit is counted as equivalent to one entrance unit.

Subjects for Admission.

Fifteen units are required for admission, apportioned as follows:

REQUIRED.—Mathematics 1, 2, 3, algebra and plane and solid geometry, three units; English 1, 2, 3, three units; Physics, one unit; Free-hand Drawing, one unit; Foreign Language (may be French or German or Latin, 3 units of one, or 2 units of any one and 1 unit of any other), three units; a total of 11 units required.

OPTIONAL.—Latin 1, 2, 3, three units; German 1, 2, 3, three units; French 1, 2, 3, three units; Greek and Roman History, one unit; English History, one unit; American History, one unit; Chemistry, one unit; Higher Algebra and Plane Trigonometry, one unit; Botany, one unit; Zoology, one unit; Economics, one unit; Manual Training, one unit; Physical Geography, one unit; a total of four units optional.

Four units must be chosen from the optional list.

Admission to Advanced Studies of State University.

For any advanced rank, the applicant must have completed all of the studies of the course below the rank for which he applies, including the entrance requirements, or their substantial equivalent.

McPherson College in its scientific work is fully prepared to meet the above requirements to admission and to give credits to students for advanced work. More personal work can be given here than in the larger institutions, because our classes are smaller. The standard is just as high, and just as careful and precise work is required of the student as in the State University.

Requirements for Admission to Kansas State University Medical College.

When the Medical School was first established, it was considered that the subjects required for entrance to the College of Liberal Arts was sufficient for entrance to the Medical

School. The class entering September, 1907, was the last accepted by the University of Kansas on a total of fifteen high-school units. The following year the Freshman year of college work was required, and this year the Freshman and Sophomore years. This is in accordance with the practice of the best schools of the United States. Even with the requirements placed so high, the student of medicine will need practically all of his time for study, and if he must make a portion of his expenses while in school, unless he has unusual ability, more than four years will be required to finish the course.

Studies Recommended in the High School.

In the high school, the student who wishes to take the medical course is recommended to get three years of Latin, a course in beginning chemistry, and algebra, geometry and trigonometry. For the other requirements he should consult the general catalogue of the University.

Studies Recommended in the College.

In his first year, first term, he should take beginning chemistry, if he has not had it in the high school, or a more advanced course, if he has had this, preferably qualitative analysis. He should also take physics and German, French, or English. In the second term he should continue these subjects. In order to obtain a reading knowledge of German, about twenty hours of work are required, which necessitates the study of German throughout the first two years. A single year spent on German is practically wasted. In order to obtain a reading knowledge of French about ten hours are necessary for the average student, but efficiency is greatly increased if fifteen hours are taken.

During the second year organic chemistry should be studied; German and French, the latter, possibly, only the first term. Comparative anatomy or a course in general biology or zoology, with laboratory work, should be pursued throughout the year. McPherson College is fully prepared to meet the above requirements to the State University. (See Courses.)

FIRST SEMESTER		FIRST YEAR	SECOND YEAR	THIRD YEAR
First Quarter	Algebra Kansas History Rhetoric German	Geometry Ancient History German Expression Penmanship	American Literature German Physics Zoology	
Second Quarter	Algebra Civil Government Rhetoric German	Geometry Ancient History German Expression Penmanship	American Literature German Physics Zoology	
Third Quarter	Algebra Descriptive Geography Higher Grammar German	Geometry Botany German English History Penmanship	English Literature German Physical Geography Physics	
Fourth Quarter	Algebra Descriptive Geography Higher Grammar German	Geometry Botany German American History Penmanship	English Literature German Physical Geography Physics	
SECOND SEMESTER				

PRE-MEDICAL COURSE.

		PRE-MEDICAL COURSE.	
FIRST SEMESTER		FRESHMAN YEAR.	SOPHOMORE YEAR.
	First Quarter.	Advanced Physiology General Chemistry Rhetoric	Mechanics Qualitative Chemistry Biology Psychology
	Second Quarter.	Advanced Physiology General Chemistry Rhetoric	Sound Qualitative Chemistry Biology Psychology
	Third Quarter.	Histology General Chemistry American Poets	Light Quantitative Chemistry Biology Psychology
	Fourth Quarter.	Histology General Chemistry American Poets	Electrics Quantitative Chemistry Biology Psychology
SEC. SEMESTER			

PRE-ENGINEERING COURSE.

FIRST SEMESTER		SOPHOMORE YEAR	
First Quarter	University Algebra General Chemistry Rhetoric	Mechanics Qualitative Chemistry Psychology	
Second Quarter	University Algebra General Chemistry Rhetoric	Sound Qualitative Chemistry Psychology	
Third Quarter	Trigonometry General Chemistry American Poets	Light Quantitative Chemistry Geology Psychology	
Fourth Quarter	Trigonometry General Chemistry American Poets	Electrics Quantitative Chemistry Geology Psychology	
SECOND SEMESTER			

THE ACADEMY

NATURE AND PURPOSE

SUBJECTS OF INSTRUCTION

THE TABULATED COURSES

PURPOSE.

The academic courses are intended to prepare students for the corresponding courses in the college. For those who are unable to pursue their education further, these courses will serve as the best preparation for practical life.

Students may be admitted to the first year of the academy on completion of the eighth grade or on presentation of a second grade teacher's certificate.

Description of Subjects of Instruction.

ENGLISH.

I. ENGLISH.—Two semesters. This course takes up an advanced study of grammar, and the fundamentals of rhetoric. The prerequisite of the course is a thorough knowledge of Hoenshell's Grammar. The text used is something equivalent to Scott and Denney's High School Rhetoric. Daily themes are required.

II. ENGLISH.—Two semesters. Four hours per week. The following works will be studied in detail: The House of Seven Gables, Silas Marner, Ivanhoe, The Last of the Mohicans, and The Ancient Mariner.

Composition work will be required throughout the year. Four hours per week library work required. Written reports of all library work must be presented to the instructor.

III. ENGLISH.—Two semesters. Four hours per week. The first semester is given to a study of American Literature. A manual of the history of American literature will be used. Selections from the standard authors will be studied in detail.

The work of the second semester consists of a study of the field of English Literature. A manual of English Literature will be used as a guide. Macbeth, The Cornus, Chaucer's Prologue, and other books as selected, will be studied in detail.

Library work, written reports and compositions required throughout the year.

GERMAN.

I. German Beginning.—A course in the study of the grammar, together with sight reading and translation and the writing of German script. First semester.

II. Glueck Auf, Carruth's German Reader, conversation and the grammar continued. Second semester.

III. Der Neffe als Onkle, Die Jungfrau von Orleans, Wilhelm Tell, and Herman und Dorothea. All year.

IV. Nathan der Weise, Goethe's Faust, parts I and II, and study of grammar. All year.

LATIN.

FIRST YEAR.—Collar and Daniell's First Year Latin. In all written exercises the long vowels will be carefully marked, and in all oral work special attention will be given to acquire a correct pronunciation. Prose composition and careful training in the use of the grammar. The aim of this year's work is a thorough knowledge of the paradigms, the acquisition of a vocabulary, and practice in reading. Four hours each semester.

SECOND YEAR.—Caesar four books or their equivalent, with at least one period a week in prose composition; careful drill on constructions and vocabulary of Caesar; systematic study of the grammar throughout the year; and the history he narrates. First chapter of Caesar will be committed to memory, and special attention will again be given to the construction of maps showing the various expeditions of Caesar. Four hours each semester.

THIRD YEAR.—Cicero, continued; fourth oration against Cataline, the one for the poet Archias, and the one concerning the Manilian law; prose composition; syntactical drill; course in grammar continued; outline of each oration. Study of Cicero's style and diction, with special emphasis on historical background. Four hours per semester.

FOURTH YEAR.—Virgil's Aeneid, six books; systematic study of Murray's mythology; careful practice in metrical reading; prosody; literary merit; syntactical drill and composition. Several passages and numerous mottoes and maxims will be committed to memory. Four hours per semester.

GREEK.

In our classical course three years of work in Greek are offered, one year of which must be taken in the fourth year

of the Academy course. This first year's work is given to the mastery of the grammatical principles of the language, the acquisition of a vocabulary, and practice in easy historical reading.

MATHEMATICS.

Of the work in mathematics, two things are especially urged: first, that it shall develop in the student a certain degree of mathematical maturity and that it shall make him familiar with the subject matter and methods; second, that it shall furnish him with certain facts, an accurate knowledge of which is indispensable to advancement. Most students fail in work because they are poorly equipped. They can not perform the ordinary operations of Arithmetic or Algebra either rapidly or accurately. Then, when students enter higher work they have to spend much of their time in studying those things with which they ought to be familiar, instead of spending their time and energy on the new work. Therefore the students, who enter mathematics, must be careful and not begin too far along and thus be handicapped, and not keep the pace which is set by those properly prepared. It is not sufficient that a student should once have known his mathematical facts, he must know them at the time he begins work. The object of the course in mathematics is twofold: first, to train the mind to habits of logical and independent thought; second, to give to the mind an increase of power.

The work is conducted mainly by recitations from text books. Practical use of mathematics, as well as cultural value is kept in view. Precision, clearness, and neatness are insisted upon. Recitation work will involve a test of the student's ingenuity and of their preparation by original exercises.

1. HIGH SCHOOL ALGEBRA.—In the study of mathematics, future efficient work must be based on thoroughness in Algebra; therefore, students should make careful preparation before attempting subsequent work. In almost all cases where students in physics and advanced mathematics have great difficulty, it has been due to defects in a knowledge of Algebra. Algebra is the cornerstone of analytical reasoning, hence com-

prehension and facility in this study leads to rapid advancement and an understanding and appreciation of higher mathematics.

Course embraces review of fundamental operations, factoring, determination of the least common multiple and the highest common factor, fractions, literal and numerical equations of the first degree with one or several unknown quantities, graph of linear equations, powers and roots, theory of exponents including positive and negative exponents, both fractional and negative. Much supplemental work given. One-half of problems required. Time, thirty-six weeks. First and second semester, four hours each.

2. HIGH SCHOOL ALGEBRA.—Continuation of Mathematics 1. Course embraces radical quantities, quadratics both numerical and literal with one or two unknown quantities, graphs of quadratics, ratio and proportion, progresions both arithmetical and geometrical with applications, indeterminates and inequalities, variation, fundamental principles and operations of logarithms using a four-place table, binomial theorem, any exponent, and some elemental work in indeterminate coefficients, series, and supplemental work given. One-half problems required. Time, eighteen weeks. First semester, four hours.

3. PLANE GEOMETRY.—The prominent aims of geometry are to develop logical reasoning power, clear conception and accurate language, for securing which this study is unsurpassed. Theoretical demonstrations, construction work and original exercises given. The usual theorem and constructions which include the general properties of plane rectilinear figures, the circle, the measurement of angles, similar and regular polygons, areas, measurements of circle, loci, symmetry, variables and limits, maxima and minima, and numerical properties of lines and figures. All the original exercises required besides the principles, definitions, axioms and corollaries. Time, thirty-six weeks. Second and first semester, four hours each.

4. SOLID GEOMETRY.—The usual theorems and constructions, including the relations of planes and lines in space, the principles of dehdral and polyhedral angles, the properties and

measurements of prisms, pyramids, cylinders, cones, spheres, and spherical triangles, the elements of conic sections. Solution of original exercises required. Time, eighteen weeks. Second semester, four hours.

SCIENCE.

The aim of this department is to bring the student into direct contact with nature and its truths and hence while there are regular recitations and lectures to give broad and general views, there is a large amount of laboratory work in which facts are learned first hand, and the methods and manipulations necessary to secure the facts are practiced by the student individually. It is believed and experience has shown that the student acquires an intellectual independence and power to acquire knowledge direct from nature by this personal work rather than the use of text books and lectures alone. The observation power and the judgment is exercised and developed by such a process.

(a) Physical Sciences.

Besides the apparatus mentioned under physics in the description in the college department, this department has all the smaller apparatus necessary to perform all experiments in any text in beginning physics. Apparatus, such as simple balances, meter sticks, calipers, pendulum, mechanical powers, simple photometers, lenses, prisms, organ pipes, tuning forks, resonators, color discs, conduction apparatus, connection apparatus, thermometers, magnets, and in fact all the numerous simple pieces which are used in a qualitative study of the fundamental laws underlying physical phenomena, are in the laboratory. The library contains many standard books and articles relating to the subject. In geography there is a set of wall maps, an excellent mounted set of relief maps, and a fine tellurian. The large collection of rocks and minerals and fossils is accessible for class use.

Courses.

1. DESCRIPTIVE GEOGRAPHY.—Course embraces a study of the physical phenomena connected with the earth, a study of the peoples, forms of government, and the natural and political

divisions of earth. Regular text book work with reference work. Time, eighteen weeks. First semester, four hours.

2. **PHYSICAL GEOGRAPHY.**—The course lays a foundation for later geological study and calls attention to the forces now affecting the earth's crust. Quite a comprehensive study is given to the solar system and the earth is considered as a celestial body, also the erosion and disintegration of the earth's surface, the formation of soils, and the relation of the physical features of the earth to man. Lectures, recitations and laboratory work. Spring semester, four hours.

3. **ELEMENTARY PHYSICS.**—This course is designed to acquaint the student with the more important phenomena and with the principles involved in their explanation. The elements of mechanics, statics, kinematics, heat, sound, light, magnetism and electricity are taught. Regular text book work supplemented by lectures. Students are required to keep drawings and notes of experiments, and to work out the problems embracing the principles. Laboratory work four hours per week. Recitations three hours per week. Time, thirty-six weeks, eight hours.

(b) Biological.

There is a large collection of stuffed animals, and a fine collection of preserved material for illustration, several hundred slides, drawings of all type animals, tables, pans and complete supply for laboratory work. There has recently been added quite a collection of Lepidoptera, besides a general collection of insects for class work in classification. In Botany there is a large herbarium, slides and other necessary things for efficient laboratory work. There is a large number of recent and valuable books in the library for reference work. McPherson County is rich in flora and fauna since in it are four or five geologic formations. The basin area is especially rich in protozoa, while two rivers and several running streams and many springs are rich in cryptograms and lower animal forms.

1. **ELEMENTARY PHYSIOLOGY.**—Course designed to give general principles of physiology and hygiene, and to prepare students for advanced work. Regular text book supplemented

by illustrations, dissections and lectures. Time, eighteen weeks. First semester, four hours.

2. **ELEMENTARY BOTANY.**—This course embraces a study of plant relations and structures, plant morphology, and economic Botany. Regular recitations supplemented by lectures. Laboratory work four hours per week. Drawings and notes of experimental work required, besides a collection of classified plants. Time, thirty-six weeks. First semester, two hours; second semester, four hours.

3. **ELEMENTARY ZOOLOGY.**—The instruction includes regular text book work and lectures on various subjects, embracing systematic zoology, morphology, embryology, and economic, and historical zoology. Laboratory work embraces an examination and dissection of the rabbit, bird, snake, frog, fish, crayfish, clam, earthworm, grasshopper, starfish, hydra, and amoeba. Notes of lectures, drawings of dissections, and collection of insects required. Particular attention is paid to external form and to digestive, nervous, circulatory, respiratory, renal and reproductive systems in the laboratory work. Time, thirty-six weeks. First and second semesters, three hours each.

FIRST SEMESTER		SECOND SEMESTER	
First Quarter	Algebra English I Descriptive Geography Orthography Latin I	FIRST YEAR.	SECOND YEAR Algebra American History English II. Latin II or German I Penmanship Vocal Music
Second Quarter	Algebra English I. Descriptive Geography Orthography Latin I		Algebra American History English II. Latin II or German I Penmanship Vocal Music
Third Quarter	Algebra English I. H. S. Arithmetic Physiology Latin I		Geometry Physical Geography English II. Latin II or German I Penmanship Kansas History
Fourth Quarter	Algebra English I. H. S. Arithmetic Physiology Latin I		Geometry Physical Geography English II. Latin II or German I Penmanship Civil Government

ACADEMIC (Continued).

		THIRD YEAR.	FOURTH YEAR.
FIRST SEMESTER	First Quarter.	Botany Geometry Ancient History. Cicero or German II Expression	English III Virgil or German III Greek or Zoology Physics
	Second Quarter.	Botany Geometry Ancient History Cicero or German II Expression	English III Virgil or German III Greek or Zoology Physics
SEC. SEMESTER	Third Quarter.	Geometry Ancient History Cicero or German II Botany	English III Virgil or German III Greek or Zoology Physics
	Fourth Quarter.	Geometry Modern History Cicero or German II Botany	English III Virgil or German III Greek or Zoology Physics

NOTE:—In second, third and fourth year academy, take Latin for Classical course. German or Latin for Scientific. In fourth year take Greek for Classical course and Zoology for Scientific. Sixty-four points are required to finish. Vocal music counts one point; penmanship one. First class grades in common branches of first year Academic will be accepted from second grade certificates. Or competent students, may, on entering, take special examination and receive credit on first year common branches when grade is ninety or above.

THE DEPARTMENT OF EDUCATION

NATURE AND SCOPE

SUBJECTS OF INSTRUCTION

THE TABULATED COURSES

Nature and Scope.

The department of education is designed for those preparing to teach and also to acquaint those who do not teach with the general field of education. This leads to the degree of Bachelor of Scientific Didactics. This course affords every opportunity to teachers to qualify themselves thoroughly for the highest success in their noble calling. To make teaching not a trade, but a profession, a high calling. We aim to meet competition not by cheapening our goods, but by offering superior advantages to all.

The First Four Years' Work has been arranged parallel, as far as possible, with the Academic course, so that any one who has finished an academy course of equal scope and thoroughness can take up the distinctively professional work and so complete the course the more readily.

ENTRANCE REQUIREMENTS.—Students may be admitted to the first year of the Normal course on completion of the eighth grade work when standing is first class, or on the presentation of a second grade teacher's certificate. Students not holding a high grade diploma will need to do the sub-academic or sub-normal work or pass a satisfactory entrance examination with the instructor. Special emphasis is placed not only upon a thorough knowledge of all the common branches but also upon the ability to teach these successfully by the best and latest methods. Entrance will in all cases be subject to the discretion of the head of the department. Students holding third grade certificates are not admitted unconditionally. Their standing will be determined in accordance with the grades recorded. Efficiency will always be the criterion for entrance.

STATE CERTIFICATE.—The Normal course as tabulated is approved by the State Board of Education, and graduates who pass a final examination in the following branches: History of Education, Philosophy of Education, School Laws, Methods of Teaching and School Management, receive a certificate valid in any public schools of the state for three years. After teaching successfully at least two years of these three, a life-certificate is issued, superseding all other certificates and examinations.

EDUCATION LIBRARY.—There are between two and three hundred books of pedagogy on the professional branches. These are up-to-date books. The texts used in class are the latest editions of the strongest writers. The library method is used largely in the teaching of the professional branches. Special pains are taken to have the student here get an appreciation, and the significance of the whole movement of education, and to get, further, the value of the education as a study in itself. All the best education magazines are accessible to the student.

THE MODEL SCHOOL.—Those having twenty weeks' teaching experience in the Model School will be granted a three years' certificate by the State Board of Education, without taking, under the Board, the examinations on the Professional branches. By taking the examinations within the three years and having taught successfully during two of the three years, a life certificate may be gotten. The Model School is not a mere practice school or experiment station as is often supposed. It is under the direction of a competently trained lady instructor, who is also an experienced teacher. Both kindergarten and grade work are thoroughly, neatly and systematically carried out.

OBJECT OF THE COURSE.—It is the object of the department first of all to equip MEN and WOMEN for teaching as a calling. It is also the purpose to give students such a working basis that they can deal not only with present conditions, but with changing and changed conditions. It is our business to give life at its best rather than mere information, believing this education must be dynamic, not static.

Description of Subjects of Instruction.

THE PROFESSIONAL BRANCHES.

The Education course consists of four years of general work, in addition to one year of purely professional work.

1. **PSYCHOLOGY.**—A sophomore and normal course. The simple facts and truths of the human mind and its development taught in a simple way. Very helpful to teachers. James's Psychology, Briefer Course, with lectures, discussions and special reports from James's Principles of Psychology, Ladd, Royce,

Titchener and Wundt. Three hours, first semester. Three hours credit.

2. HISTORY OF EDUCATION.—A general introduction to the world's greatest educators and systems of education, and to the development of educational theory and practice. Lectures, text-book study, essays, and reference reading. Monroe's *History of Education*, Laurie's *Pre-Christian Education*. Three hours, first semester. Three or five hours credit.

3. PRINCIPLES OF EDUCATION.—A consideration of the aim, meaning, and content of education as a psychological process, showing the interaction between the individual and the natural and the social environment. A discussion of the informal and unconscious factors, together with the methods of the school room, and the problem of the ethical ideal. Titchener, *Primer of Psychology*; Bagley, *Educative process*, and the books on special methods in the leading subjects, with references to Fitch, McMurry, O'Shea and other approved writers. Three hours, second semester. Three or five hours credit.

4. SCHOOL ADMINISTRATION.—Presents the practical problems of the school room, such as organization, departments, courses of study, daily programs appliances and furniture. Dutton, *School Management*, and Bagley, *Classroom Management*, with references to other standard texts. Three hours, second semester. Three hours credit.

5. CHILD STUDY AND ADOLESCENCE.—After a preliminary survey of the general field of child study, the major portion of the time will be devoted to study of the physical, mental, social and moral development of youth. Prerequisite Psychology. Lectures, text books, essays and reports. Open to Senior Normals and college students. Three hours, second semester. Three or five hours credit.

ENGLISH.

I. ENGLISH.—Two semesters. This course takes up an advanced study of grammar, and the fundamentals of rhetoric. The prerequisite of the course is a thorough knowledge of Hoenshell's Grammar. The text used is something equivalent

to Scott and Denney's High School Rhetoric. Daily themes are required.

II. ENGLISH.—Two semesters. Four hours per week. The following works will be studied in detail: The House of Seven Gables, Silas Marner, Ivanhoe, The Last of the Mohicans, and The Ancient Mariner.

Composition work will be required throughout the year. Four hours per week library work required. Written reports of all library work must be presented to the instructor.

III. ENGLISH.—Two semesters. Four hours per week. The first semester is given to a study of American Literature. A manual of the history of American literature will be used. Selections from the standard authors will be studied in detail.

The work of the second semester consists of a study of the field of English Literature. A manual of English Literature will be used as a guide. Macbeth, The Cornus, Chaucer's Prologue, and other books as selected, will be studied in detail.

Library work, written reports and compositions required throughout the year.

LATIN.

The Normal Course includes two years of Latin as follows:

FIRST YEAR.—Collar & Daniell's First Year Latin. The aim of this year's work is a thorough knowledge of the paradigms, the acquisition of a vocabulary, and practice in reading. Four hours per semester.

SECOND YEAR.—Caesar four books or their equivalent, with at least one period a week in prose composition; systematic drill on constructions and vocabulary of Caesar; grammar; and the history he narrates. Four hours per semester.

HISTORY.

1. AMERICAN HISTORY.—Second year normal and academy. Standard grades from teachers' second grade certificates accepted in lieu of the work. Maclaughlin, Montgomery as texts. Library references. First semester.

2. KANSAS HISTORY.—Prentis and Kansas Historical Collections as basis. Nine weeks, first half of second semester.

3. CIVICS.—Common school and eighth grade diplomas not accepted. Grades on teachers' second grade certificate accepted. Hinsdale as text. Nine weeks, second half of second semester.

4. ANCIENT HISTORY.—West's text and instructor's outline first semester. Second year normal and academy.

5. MODERN HISTORY.—Some standard text. Emphasis on the facts that furnish background for American History. Nine weeks, first half of second semester.

6. MODERN HISTORY.—Library reading and standard text. Nine weeks. To give teachers a broad view of American history. Second half of second semester.

7. HISTORY OF EDUCATION.—(See course 2 under professional branches.)

MATHEMATICS.

1. ADVANCED ARITHMETIC.—This course open to all graduates of common schools and others who have the elementary arithmetic. A student should have the elementary algebra as a basis, for algebraic principles are used in the solution of many problems, and are presented. A general review of fundamental operations, least common multiple and greatest common divisor, fractions and compound numbers is given first. The important subjects are then thoroughly presented; percentage and its applications, involution, evolution, mensuration and progressions. Time, nine weeks. Second semester, four hours.

2. TEACHERS' ARITHMETIC.—A general review of all the rules and principles is given to prepare students for examinations to secure county certificates. Many problems are worked and principles are fully explained. Time, nine weeks; fourth quarter, two hours.

3. HIGH SCHOOL ALGEBRA.—Same as outlined under the Academic department course 1.

4. HIGH SCHOOL ALGEBRA.—Same as outlined under the Academic department course 2.

5. PLANE GEOMETRY.—Same as outlined under the Academic department course 3.

6. SOLID GEOMETRY.—Same as outlined under the Academic department course 4.

PHYSICAL SCIENCE.

1. **DESCRIPTIVE GEOGRAPHY.**—Same as outlined under the Academic department course 1.
2. **PHYSICAL GEOGRAPHY.**—Same as outlined under the Academic department course 2.
3. **PHYSICS.**—Same as outlined under the Academic department course 3.
4. **GENERAL INORGANIC CHEMISTRY.**—Same as outlined in College department course 1.
5. **GEOLOGY.**—Same as outlined in College department course 1.

BIOLOGICAL SCIENCES.

1. **BOTANY.**—Same as outlined under Academic department course 1.
2. **ZOOLOGY.**—Same as outlined under Academic department course 2.
3. **PHYSIOLOGY.**—Same as outlined under College department course 1.

NORMAL.

FIRST SEMESTER		SECOND SEMESTER	
	FIRST YEAR.		SECOND YEAR.
First Quarter.	Algebra English I Descriptive Geography Orthography Latin I		Algebra American History English II. Latin II or German I Penmanship Vocal Music
Second Quarter.	Algebra English I. Descriptive Geography Orthography Latin I		Algebra American History English II Latin II or German I Penmanship Vocal Music
Third Quarter.	Algebra English I. H. S. Arithmetic Physiology Latin I		Geometry Physical Geography English II Latin II or German I Penmanship Kansas History
Fourth Quarter.	Algebra English I. H. S. Arithmetic Physiology Latin I		Geometry Physical Geography English II Latin II or German I Penmanship Civil Government

NORMAL (Continued).

FIRST SEMESTER	THIRD YEAR		FOURTH YEAR	
	THIRD YEAR		FOURTH YEAR	
First Quarter.	Botany Geometry Ancient History Latin III or German II Expression		English III Political Economy Zoology Physics	
Second Quarter.	Botany Geometry Ancient History Latin III or German II Expression		English III Political Economy Zoology Physics	
Third Quarter.	Geometry Modern History Latin III or German II Botany		English III Drawing and Book Keeping Zoology Physics	
Fourth Quarter.	Geometry Modern History Cicero or German II Botany		English III Word Analysis Zoology Physics	
SEC. SEMESTER				

NORMAL (Concluded).

FIFTH YEAR	
First Quarter.	Advanced Physiology General Chemistry History of Education Psychology
Second Quarter.	Advanced Physiology General Chemistry History of Education Psychology
Third Quarter.	Advanced Physiology Geology Philosophy of Education School Administration
Fourth Quarter.	Advanced Physiology Geology Philosophy of Education School Administration

NOTE:—First Class grades in common branches of First Year Normal will be accepted from second grade certificates. Or competent students may, on entering, take special examination and receive credit on first year common branches when grade is 90 or above. Eighty points are necessary to finish the course; vocal music gives one point, penmanship one, practice teaching (twenty weeks) one.

THE DEPARTMENT OF FINE ARTS.

EXPRESSION

MUSIC

Expression.

The purpose of this course is to develop the powers of expression in individuals.

One of the highest attributes of man, and that which places him apart from the rest of the animal creation is the power of expression.

We cannot measure men but by what they express, and hence expression is the measure of knowledge.

The ability to tell is next in importance to the ability to conceive since knowledge unexpressed affects the individual only. That which is not expressed lies dormant within our selves; it is dead to the world and dies to us.

Expression employs the entire man, and hence tends to give a rounded development of body, mind and spirit.

Ideas cannot be conveyed like material objects; we present only signs of ideas. All expression in itself then is necessary to accurate impression.

VOICE.

The voice is a natural reporter of the conditions, thoughts, and purposes of the individuals.

Correct breathing is fundamental. Shakespeare's method of breath control as applied to the speaking voice is employed to develop strength, freedom, resonance and beauty of voice.

In conjunction with this technical training, which gives finesse to the instruments of speech, the voice is applied to sentiment, and its various uses and powers demonstrated.

Since the voice is the most wonderful and beautiful of musical instruments, and the finest avenue of human expression, particular stress is laid upon securing a musical, elastic quality of tone. The voice is trained to express spontaneously, genuinely, and easily the varying shades of thought and feeling.

BODILY EXPRESSION.

The study of gesture has been frequently and not without good reason condemned, because in most instances the process used has been purely mechanical and imitative.

Through the methods here employed a general physical response to sensation, thought and emotion is cultivated in the

individual, leading to power and freedom of movement and preserving withal both spontaneity and individuality.

This training tends to suppress superfluous gesture, and produce a closer adjustment of form to content.

LITERARY INTERPRETATION.

As literature is the content of the art of vocal expression it is purposed to arouse a desire in the student to know the best in literature; and to interpret it with a keen appreciation of its artistic qualities.

A careful analysis and interpretation of both prose and poetry are indispensable to all correct reading and recitation. These include the meaning, the motive, the treatment, the principal and subordinate ideas, their relation to each other, the climaxes of various parts, as also the climax of the whole, the grouping, the phrasing, rhythm, color, etc.

To be an intelligent reader is a great accomplishment. Practically considered it is an aid to every other subject belonging to a course of instruction.

PHYSICAL EDUCATION.

Physical education is a valuable adjunct in training in expression.

The latest and most approved methods of Educational and Esthetical Physical Culture are employed, formulated from the Emerson, Swedish and Delsarte Systems.

Free hand movements, exercises with dumb-bells, Indian clubs, balls and wands are used in the classes.

The educational exercises are for the distinctive purpose of giving tone and vigor to the body, and for general freedom of movement, all of which are conducive to health. The esthetical exercises contribute more specifically to ease of posture and grace of motion, and still further to the training of the body and its members as responsive instruments of expression.

Special attention is given to individual needs and individual development.

COURSE IN EXPRESSION—Two Years. JUNIOR YEAR.

FIRST QUARTER.—Fundamental Principles, Expression, Phrasing, Voice Culture, Bodily Expression, Life Study, Ameri-

can Literature, Physical Culture.

SECOND QUARTER.—Fundamental Principles, Expression, Phrasing, Voice Culture, Bodily Expression, Personation, American Literature, Physical Culture.

THIRD QUARTER.—Expression, Literary Interpretation, Repertoire, Voice Culture, Bodily Expression, American Literature, Grammar, Physical Culture.

FOURTH QUARTER.—Expression, Literary Interpretation, Repertoire, Voice Culture, Bodily Expression, American Literature, Grammar, Physical Culture, Chapel Recitals.

SENIOR YEAR.

FIRST QUARTER.—Literary Interpretation, Oratory, Repertoire, Voice culture, Bodily Expression, Rhetoric, English Literature, Physical Culture, Chapel Recitals.

SECOND QUARTER.—Literary Interpretation, Oratory, Repertoire, Voice Culture, Bodily Expression, Rhetoric, English Literature, Extemporaneous Speaking, Physical Culture, Chapel Recitals.

THIRD QUARTER.—Literary Interpretation, Oratory, Repertoire, Voice Culture, Bodily Expression, Bible and Hymn Reading, English Literature, Physical Culture, Public Recitals.

FOURTH QUARTER.—Oratory, Repertoire, Voice Culture, Bodily Expression, Bible and Hymn Reading, English Literature, Physical Culture, Public Recitals.

RATES FOR SPECIAL AND PRIVATE LESSONS.

One special class \$5.00 per term. Two classes \$35.00 per year. Private lessons \$5.00 per ten consecutive lessons. Single lessons 75 cents each. Physical Culture \$2.00 per term.

Music.

PLAN OF INSTRUCTION.

It is the object of this department to educate the student upon a well regulated and scientific plan.

This course of study has been divided into three departments: Preparatory, Normal, Collegiate.

PREPARATORY COURSE—Piano.

Elements of piano playing, including touch, notation, with

melody construction, rhythm, elementary harmony, easy sonatinas and smaller compositions of the best composers.

Daily technic whose grade in major and minor scales is below 120 M. M. four notes to the beat.

NORMAL DEPARTMENT.

It is true that in many institutions of this country, notwithstanding their general excellence, but little attention is devoted to the preparation of pupils for the profession of teachers. Thus a large number of graduates, although finished performers, are totally ignorant of the art of teaching, and need years of experience to attain satisfactory results.

This course includes, 1st, the teacher of music; his mission and equipment; the history of the piano; methods of piano instruction; musical training of children; the various kinds of touch and their correct application; the development of technic; rhythm and accent; the art of phrasing, interpretation and expression; musical embellishments, pedal use. This course also includes one year's study of Harmony and Musical History. Easier Compositions from Chopin, Heller, Schumann, Mendelssohn, Liszt, Haydn and Mozart, Preludes and Inventions of Bach. Daily Technic whose grade in major and minor scales and Arpeggios is between 120 and 144 M. M. four notes to the beat.

COLLEGIATE DEPARTMENT.

This course includes celebrated concert studies from Chopin, McDowell, Brahms, Czerney, Mendelssohn, Grieg, Rubenstein, Schumann, Weber, Liszt and others. Daily Technic whose grade must be beyond 144 M. M. four notes to the beat. Musical Analysis, Harmony and History completed.

VOCAL DEPARTMENT.

The most beautiful of all musical accomplishments is that of artistic singing, and yet no department of musical culture is so much abused as the development and training of the voice.

True cultivation of the voice consists in the development of pure tone, correct placing of the voice, correct method of breathing, intonation, attack, legato, accent, with strict attention to phrasing, enunciation and rhythm. Studies in vocal

technic both in sustained singing and coloratura. Artistic interpretation of songs and ballads from the best composers. This course is based upon the old Italian School and includes studies from Bonalda, Marchesi, Concone, Armstrong and others. One year's study of Harmony and History.

For students who are sufficiently advanced, concert and song recitals are given to prepare them for public singing.

STUDENTS' REHEARSALS.

One of the most important advantages of this department is the Monthly Rehearsal, at which students perform such pieces as may be assigned by their teacher, for the purpose of giving them self-control and ease in public appearance.

CERTIFICATES AND DIPLOMAS.

Certificates are given to students who have completed the course as specified in the Normal Department, and have passed successful examination. This includes one year's study of Harmony, and Musical History.

Diplomas are awarded to those who have completed the full Collegiate Course.

Candidates for graduation must pass a satisfactory examination in Piano, Harmony, History, and Musical Analysis.

The time for graduation cannot be fixed in advance. This will depend entirely on the previous knowledge and the capacity of the pupil. Proficiency is the criterion and this can be secured only by variable means adapted in each case to the individual. Results that follow from a systematic training directed with reference to individual necessities, are the only test. Every case must stand upon its own merits, and when the honors of the institution are awarded, it may be assumed with safety that they are deserved.

TUITION.

Piano, Organ.	\$12.50
Voice Culture, per term.	12.50
Harmony (private lessons), per term.	10.00
Single Lessons. . . . .	.75
Advanced Chorus Class.	2.00
Rent of Piano, per term.	\$3.00 to \$5.00

Tuition invariably in advance. No deduction for absence.



View of Rostrum, College Chapel

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

THE BIBLICAL DEPARTMENT.

ITS NATURE AND SCOPE

THE ACADEMIC BIBLE COURSE

THE COLLEGIATE BIBLE COURSE

THE SUBJECTS OF INSTRUCTION

THE TABULATED COURSES

Nature and Scope of the Biblical Department

COURSES AND ENTRANCE CONDITIONS.

Two courses of study are offered in this department, the academic and the collegiate. The academic course requires one year of study and is open to all who desire a better knowledge of the Bible, without regard to previous educational attainments. It includes the four subjects which are most fundamental in Bible study, the Life and Teaching of Christ, the Life and Epistles of Paul, Old Testament History, Old Testament Prophecy, and also a limited number of literary subjects which are especially helpful to a proper understanding of the English Bible. Other subjects than those given in the tabulated course may be substituted to meet individual requirements.

The collegiate course extends through three years. The work of this course is of a more advanced character, and is open only to students of collegiate rank. Not all of this course is offered in any one year, and students intending to take this work should write for more definite information concerning the subjects to be offered in a given year. Credit is allowed on the regular college course for a limited amount of collegiate Bible work. This arrangement is much appreciated by students who wish to include some Biblical and theological training in their education and have not the time for a full course in addition to their regular Arts course.

PURPOSE AND SPIRIT.

In both of these courses the effort is to lead the student into the deepest and truest acquaintance with the Bible of which he is capable. The ultimate object, of course, is the enrichment of the student's own spiritual experience, and his equipment and inspiration for the most efficient Christian service. The immediate purpose is to understand the message which God has given to mankind in the Holy Scripture. The Bible itself is the subject of study rather than books which men have written about it. The point of view is practical rather than speculative, and the whole work is animated by the deep desire to know the Bible just as it is and to extend that knowledge to others.

GRADUATION.

A certificate will be awarded to those students who complete the academic course. Students who complete the collegiate course and present a satisfactory thesis upon some Biblical subject will receive the degree Bachelor of Sacred Literature.

EXPENSES.

The tuition in the Bible Department is the same as in the regular literary courses.

The expense for text books cannot be definitely stated, but as the Bible is the principal text book, this item is small.

For cost of tuition in the literary department, and of board and room, see table of expenses.

SUBJECTS OF INSTRUCTION.

OLD TESTAMENT HISTORY.—This covers the entire ground of events described in the Old Testament from the Creation to the times of Ezra and Nehemiah, about 445 B. C. A firm grasp of the Biblical history is fundamental to all further Bible study.

BIBLE GEOGRAPHY.—The omission of this subject from the schedule does not indicate any lack of attention to it. The geography is carefully studied in all the historical courses. Indeed the only proper way to study the Biblical history and geography is to study them together.

HISTORY OF NEW TESTAMENT TIMES.—The political, social and religious fortunes of the Jewish people from the close of Old Testament history to the destruction of Jerusalem in 70 A. D., with special attention to the Messianic hope of the Jews, and the religious conditions in which Jesus and the Apostles lived and worked. The historical background of the New Testament.

LIFE OF CHRIST.—A thorough study of the events of the life of Jesus in chronological order. The transcendent importance of these events is well worth the efforts required to fix them firmly in memory.

TEACHING OF JESUS.—This might be called the "Inner Life of Christ." It is an examination of the teachings of Jesus as contained in His discourses and scattered sayings, particularly in the sermon on the mount and in the parables.

BOOK OF ACTS AND APOSTOLIC AGE.—An introductory treatment of the book of Acts and a historical study of the Apostolic Age, the period from the ascension of Jesus to the death of the Apostle John about 100 A. D.

LIFE AND EPISTLES OF PAUL.—The work of Paul, in its relation to Christianity, stands next to that of Jesus Himself. This course includes a thorough study of the life and labors of the great apostle, and also the historical setting and contents of each of the Pauline epistles.

THE GENERAL EPISTLES.—A study of the occasion, purpose, theme and contents of each of the general epistles of the New Testament.

HOMILETICS AND PASTORAL DUTIES.—This is designed to furnish practical suggestions and help to ministers in the preparation and delivery of sermons, as well as in the performance of the numerous other duties belonging to their sacred office.

HISTORY OF THE ENGLISH BIBLE.—This is the story of the manuscripts and versions, how the sacred documents were brought together and preserved and at last given to us in the convenient form which we now have them.

OLD TESTAMENT LAWS AND INSTITUTIONS.—An introduction to the legal books of the Old Testament, and a classification and systematic study of its laws and institutions.

OLD TESTAMENT WISDOM LITERATURE.—This is a name applied to the books of Job, Proverbs, Ecclesiastes, Song of Solomon and portions of other Old Testament books. The study of these much neglected books is very profitable and especially interesting.

THE PSALMS.—This is a study of the origin, growth and use of the Psalter, and an exegetical study of selected Psalms.

OLD TESTAMENT PROPHECY.—Next to the most essential historical facts, there is no more important Old Testament subject than this. The work includes a study, in chronological order, of the historical background and contents of the prophetic books, the nature of the prophetic office, the development of prophetic teaching, Messianic prophecy and its relation to New Testament fulfillment.

CHURCH HISTORY.—This is a study of the history of Christianity from the Apostolic Age to the present time. Special attention is given to the Ante-Nicene and Nicene periods, the Reformation, and the history of the Brethren church.

APOLOGETICS.—An examination of the evidence for believing that the Bible is a revelation from God, and the Christian religion of divine origin.

ETHICS.—The science of human duty. A study of the principles that underlie moral obligations, and of the nature of those obligations.

CHRISTIAN DOCTRINE.—A systematic study of the fundamental doctrines of the Christian religion.

EXEGESIS.—This is the thorough, critical study of any portion of Scripture. Its object is to discover, not what the passage under consideration might be made to mean, but what the writer actually did mean. The work includes a study of the principles of interpretation, and the application of these principles to select passages in both the Old and New Testaments.

THE BIBLICAL LANGUAGES.—Every Bible teacher should desire to read his Bible, if possible, in the languages in which it was written. The added satisfaction and clearness of thought which comes from the ability to do this, is well worth the time and labor involved. Especially is this true in respect to the New Testament, and even in the case of the Old Testament it is desirable to have at least a sufficient knowledge of Hebrew to enable one to use critical commentaries intelligently.

THE GREEK NEW TESTAMENT.—After a sufficient knowledge of the language has been gained, the work in the Greek New Testament includes, (1) Translation and Rapid Interpretation, (2) Critical Study of Selected Portions, (3) Textual Criticism.

THE HEBREW OLD TESTAMENT.—This work is similar to that in the Greek New Testament, the critical study including also a comparison of the Hebrew text with that of the Septuagint and other ancient versions.

ELECTIVE STUDIES.—The tabulated courses are intended to indicate, in general, the character and amount of the work

embraced in them. It is not expected that the courses of all students will conform exactly to this schedule. The field of Biblical knowledge is so vast that even in the three years' course, selections must be made from a large number of important subjects. Other subjects than those mentioned, of equivalent extent and value, will be offered from time to time. While certain subjects will be regarded as fundamental, reasonable liberty of electing subjects will be granted.

THE STUDENTS' VOLUNTEER MISSION BAND conducts weekly classes in the study of missions. Other special classes in Methods of Christian Work, Sunday School Problems, and various subjects are frequently formed. For all this work due credit is given in the Bible Courses.

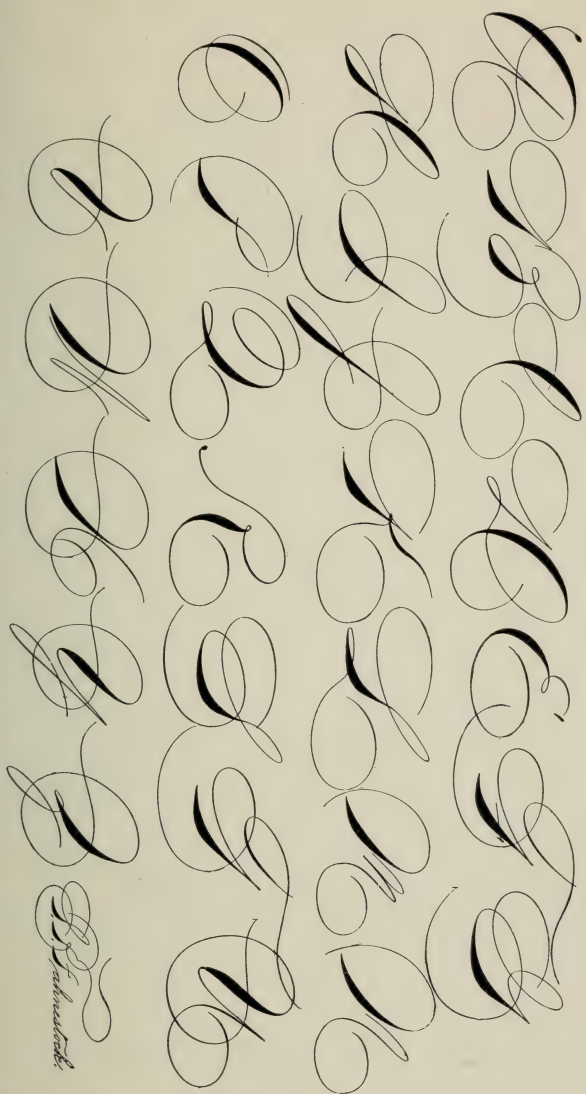
LOCAL BIBLE INSTITUTES are conducted in communities desiring them whenever arrangements can be made to do so.

COLLEGIATE BIBLE COURSE.

FIRST SEMESTER		SECOND SEMESTER	
First Quarter	FIRST YEAR	SECOND YEAR	THIRD YEAR
	O. T. History Life of Christ Church History Greek Language	Book of Acts and Apostolic Age O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective
Second Quarter	O. T. History Life of Christ Church History Greek Language	Life and Epistles of Paul O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective
Third Quarter	History of N. T. Times Teaching of Jesus Church History Greek Language	Life and Epistles of Paul O. T. Wisdom Literature Critical Study in Greek N. T. Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective
Fourth Quarter	History of English Bible Homiletics and Pastoral Duties Church History Greek Language	General Epistles The Psalms N. T. Textual Criticism Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective

ACADEMIC BIBLE COURSE

FIRST SEMESTER			
First Quarter	Old Testament History The Life and Epistles of Paul Preparatory Rhetoric American Literature		
Second Quarter	Old Testament History The Life and Epistles of Paul Preparatory Rhetoric American Literature		
Third Quarter	Old Testament Prophecy The Life and Work of Christ Higher English Grammar Expression		
Fourth Quarter	Old Testament Prophecy The Life and Work of Christ Higher English Grammar Expression		
SECOND SEMESTER			



LIBRARY
OF THE
UNIVERSITY OF TORONTO

Leading School Commandery,
Guineas, School Commandery,
and
Spermining in THE
McNelson College, Guineas.

PROPERTY
OF THE
UNIVERSITY OF CALIFORNIA

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

Library
of the
University of Toronto

THE BUSINESS DEPARTMENT

ADVANCED COMMERCIAL

REGULAR COMMERCIAL

ADVERTISING

STENOGRAPHY

PENMANSHIP

Higher Commercial Education.

A SECOND YEAR COURSE.

BETTER PREPARATION FOR BUSINESS AFFORDED AT McPHERSON COLLEGE, McPHERSON, KANSAS.

For more than thirty years we have been instructing young people of both sexes in these important branches: Bookkeeping, Penmanship, Arithmetic, Commercial Law, Shorthand, Typewriting, Spelling, English, Letter Writing, etc. These are the essentials and should precede all higher branches. They prepare young people to earn a living,—the first consideration. But after these a higher and broader training is desirable, to develop and strengthen the mental power, and enlarge the intellectual vision of those who are contemplating entering business life.

BUSINESS REQUIRES AS THOROUGH AN EDUCATION AS THE LEARNED PROFESSIONS.

A prominent judge of Chicago recently declared that "ten per cent of the lawyers did ninety per cent of the business." So is it with the other professions.

In order to succeed in business a young person must have a better education than was necessary ten years ago, and ten years hence a still better preparation than now will be required.

Hence we are prepared to offer to the young a course of practical education suited to the requirements of today.

We have provided a course in

HIGHER COMMERCIAL EDUCATION.

After completing the ordinary commercial course we have provided a year of advanced work in which the student receives a broad and extensive insight into the affairs of the business world. This course is designed to fit the student for the position as manager of a business.

COMMERCIAL GEOGRAPHY.

A study of trade centers; routes of commerce by sea and land; chief manufacturing industries, etc.

HIGHER ACCOUNTING.

Advanced work in bookkeeping, such as expert accounting, labor-saving methods, auditing, banks, railroads and other corporation accounting. Actual practice in teaching two semesters.

POLITICAL ECONOMY.

A study of the laws governing wages, prices and interest, system of taxation, influence of legislation, tariff, free trade, trusts, and a host of other important items influencing commercial development.

ADVERTISING.

What constitutes good advertising, illustrations, relative value of different mediums.

Fifty lessons on the Theory and Practice of How to Advertise.

CIVIL GOVERNMENT.

A study of our systems of national, state and municipal governments, as embodied in their legislative, judicial and executive departments; duties and obligations of citizenship.

PARLIAMENTARY LAW.

Drills, how to call a meeting, organize, conduct public meetings. A very important course for any business man.

COMMERCE AND FINANCE.

History of Banking, Clearing house, transportations. Tuition in this course same as regular tuition. Those completing this course will receive the degree Master of Accounts.

Diploma fee, \$5.00.

Advertising.

WHO SHOULD STUDY ADVERTISING.

FIRST AND FOREMOST.—Any man who is engaged in business (or expects to engage) and more particularly if the business has not assumed such proportions as to warrant the employment of a trained advertising manager. The merchant knows the details of his own business and, when fortified by a thorough knowledge of how to advertise it, can wrest success from failure or become a giant among his competitors who are not similarly endowed. If advertising was the mere writing of copy or the clever juggling of words, pictures and space, its

paramount importance to any business man would not be so imperative.

SECOND.—Any woman who expects to support herself or hopes to marry a business man to whom she desires to be an intelligent helpmeet and companion, fitted ably to share his cares and duties, relieve his responsibilities and assist him in attaining success.

THIRD.—Any salesman, stenographer or clerk who is ambitious to advance to a higher plane of usefulness, who desires to fit himself to work with his employer instead of under him, who wishes to acquire the knowledge which will entitle him to be consulted instead of directed.

FOURTH.—The young man or woman who is desirous of earning an independent livelihood, of being his or her "own boss." There is no pleasanter employment than that of the independent advertisement writer, who produces booklets, circulars, follow-up letters, or plans and executes the advertising campaigns of a number of merchants whose appropriations may be too small to require the entire time of an advertising man. And this is the direct stepping stone to one of those high-salaried positions with some mammoth house, where the "advertising man" is given credit for the millions of dollars' worth of merchandise disposed of each year.

FIFTH.—He who desires to better understand his neighbors; who wishes to acquire that psychological knowledge, that ability to subtly analyze human character and impulse, which makes it possible for the skilled advertiser to strike unerringly the chord of human desire with the same facility that the trained musician manipulates the strings of his instrument.

Commercial Course.

BOOKKEEPING.

In this department, the science of accounts is treated in a logical manner. The student is thoroughly drilled in the correct and practical use of all the various books used in business.

Transactions and books are varied in accordance with the business in which the student is engaged. This fully prepares

him to enter successfully upon the work of the business department, or to take a position as assistant bookkeeper or bill clerk.

BUSINESS DEPARTMENT.

The students are themselves obliged to make the transactions, keep the books, and do all the work in the Business Practice.

The methods used in this work are entirely practical, and of the same nature as the duties actually performed by the bookkeeper, or business manager in a business house. We furnish the students from \$3,000 to \$5,000 in College Currency, with which to engage in business.

All the work of the business practice is directed daily by the inspector. The student is supplied with all kinds of commercial blanks, of the same form and style as those used in first-class houses.

Among those of the sets designed to illustrate practical bookkeeping are:

1. **RETAIL.**—This is especially adapted for the use of grocers, shop keepers, etc.

2. **RETAIL COAL BUSINESS.**—This illustrates a system of bookkeeping especially adapted to the retail coal business, and in most respects, to any business where a Weigh-Book is required.

3. **PRODUCE COMMISSION BUSINESS.**—The books required in a produce commission house differ, in form and number, from those in a commission business devoted to the handling of manufactured products, where the sales are made to jobbing trade.

Then we have the Installment House and State Agencies, Joint Stock Companies, etc.

We teach every form of account from that of a TWO COLUMN DAY BOOK TO A SIXTEEN COLUMN EXERCISE BOOK.

BUSINESS FORMS.

Students in this institution learn to draw correctly every kind of paper which they have occasion to use in business.

BANKING.

First National College Bank.

Our system of banking is the one most generally used by all leading Eastern banks.

DIPLOMA.

Those who complete the prescribed course in a satisfactory manner are awarded an elegant diploma made by our penman.

To be the possessor of a diploma from an Institution of such eminent standing as McPherson College is not only an unquestioned endorsement, but a token of honor which every young lady and gentleman should strive to obtain.

LETTER WRITING AND BUSINESS CORRESPONDENCE.

The essential points in a business letter are subject matter, expression and mechanical appearance.

The object of instruction in this branch is to familiarize the student with good English forms of expression and with language peculiar to business transactions.

COMMERCIAL LAW.

The young man who is about to engage in business should consider carefully what is necessary to success.

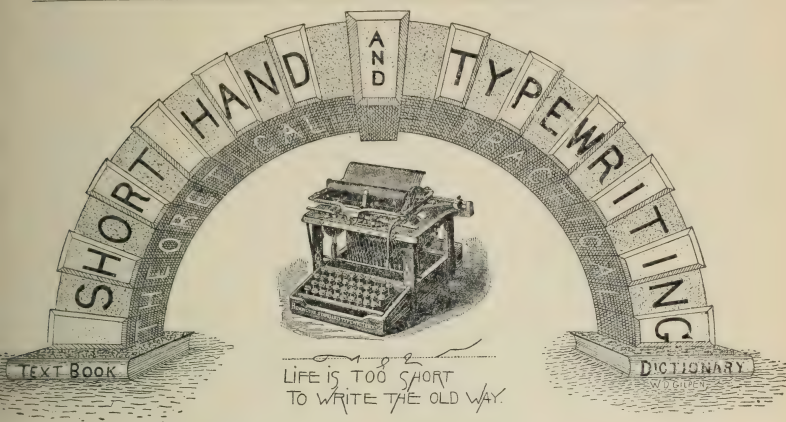
President Garfield said: "Men succeed because they deserve success. Their results are worked out; they do not come to hand ready made. Poets may be born; but success is made."

We labor to equip our students thoroughly for the battle of life by spending sufficient time to explain the laws and customs they are certain to face in after years.

COMMERCIAL ARITHMETIC.

The first element of a business education is the ability to calculate. The best compendium of commercial arithmetic now before the public is the principal text book we use on the subject. It contains useful hints, showing short methods, quick results, and all manner of calculations involving the use of United States Money, Commission, Brokerage, Discount, Loss and Gain, Percentage, etc.

The latest and best methods of computing interest are used, to prepare the student as an expert calculator.



GREGG SHORTHAND.

Is today taught in more public and private schools than any other three systems combined; it is equipping the stenographers of today to cope successfully with the ever increasing demands put upon them by modern business and professional needs.

BECAUSE—Gregg Shorthand requires no USELESS study, writers of it are able to outdistance writers of other systems in point of time in learning and practical results accomplished.

BECAUSE—Achievements of today, not deeds of the past, have awakened enthusiasm in young men seeking REPORTORIAL skill. Mr. Raymond P. Kelley, a writer of Gregg shorthand, attained a speed of 235 words a minute in a public test. Mr. Kelly is a mere stripling in shorthand experience—a young man 22 years old—and his record is the highest ever achieved by any one so young.

BECAUSE—Of the wonderful capabilities of Gregg shorthand for the HIGHEST CLASS of reporting, it is receiving such endorsements as these:

COURT REPORTING.

“I have been using Gregg Shorthand in my official capacity as reporter of the several courts of Venengo county, Pennsylvania, for almost three years. The system is amply equal to the demands of my office, and I have no hesitation in recommending it. I am able to do all that Pitmanic writers are,

and can read my notes more readily than any writer of other systems I have known."—H. B. Bennett, Franklin, Pa., Official Reporter, Twenty-eighth Judicial District of Pennsylvania.

MEDICAL REPORTING.

Extracts from a letter from Dr. Wilson A. Smith, recording secretary, American Institute of Homeopathy, in regard to work of a Gregg writer—22 years of age—as reporter of a medical convention:

"This was Mr. Niklaus' first attempt, and while I will not say that he did any better than the other three—one had twenty years' experience in this line, one had many years' experience, and another had been doing medical reporting for several years—yet I can truthfully say he was exceeded by none. His transcript was of such a high character that of all returned, his had the fewest corrections. When you take into consideration that a good convention reporter should have at least ten years' experience in old line shorthand to undertake convention work of this kind, then recall the fact that Mr. Niklaus had but five years' experience altogether, that it was his first attempt, and that he had no knowledge of medicine, I have no hesitation in affirming that there is but one system of shorthand which meets the difficulties of technical reporting, and that one is GREGG SHORTHAND."

These are some of the reasons why Gregg shorthand is used by the best schools in America today—the schools that are equipping young men and women, not to do business at the "old stand" but at the new one, where skill and speed and ACCURACY are indispensable.

There are other reasons which we should like to submit for your consideration. A postal will bring full particulars.

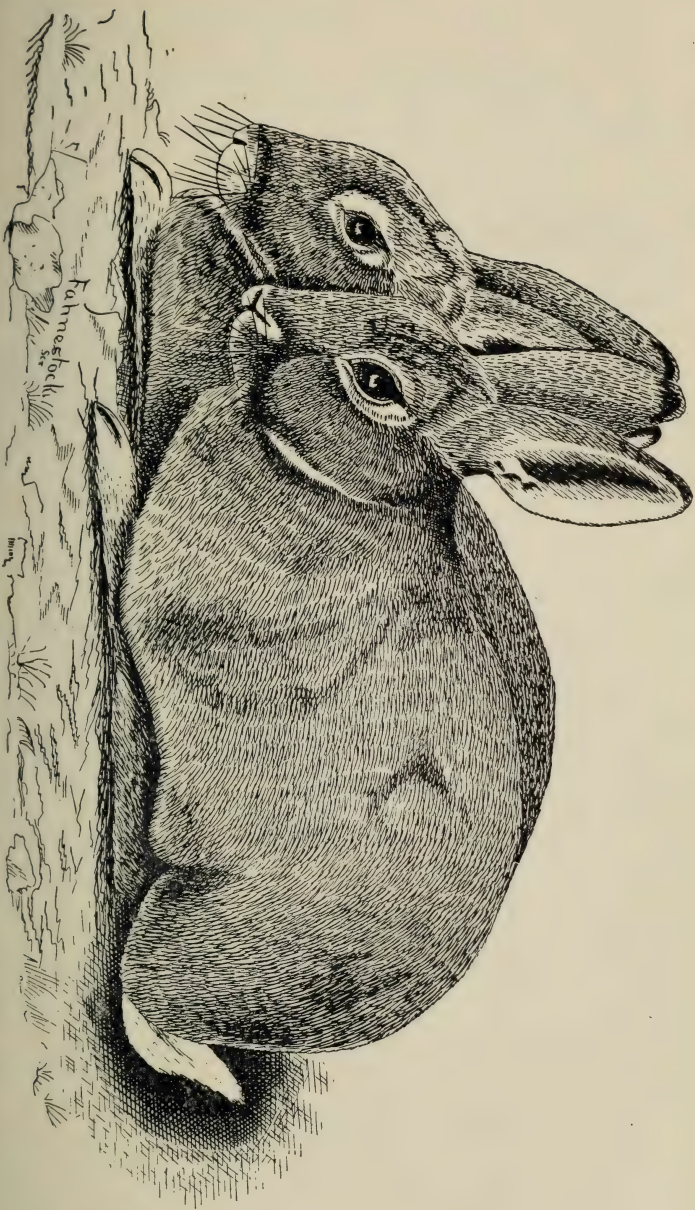
TYPEWRITING.

As no stenographer's education is considered complete without a knowledge of typewriting, it is taught in connection with the shorthand, each student being given at least two hours' practice per day.

Students in this department are taught correct fingering, touch and the proper care of the machine.

SHORTHAND IN CONNECTION WITH BOOKKEEPING.

The call for assistance in Business and Professional offices is for a combination of Bookkeeping and Shorthand. One who understands these two branches will not only secure employment more rapidly, but will command a better salary.



WITH A PEN BY S. B. FAHNESTOCK

Penmanship Department

S. B. Fahnestock.

Good business writing is a very important element in a commercial training. An easy, legible, rapid business hand, always has commercial value. He who possesses a good business handwriting always receives the preference, provided he is equal to his competitors in other respects. About one business man in a dozen writes a passable hand. Very few teachers of our country are competent penmen. Hence the door stands ajar for remunerative employment to those who will make themselves masters of the beautiful art. We impart instruction in the best systems, and guarantee improvement for every faithful effort. Come to McPherson College and make yourself accomplished—a specialist.

This department has all the advantages of experience and skill and is directed by one of the best penmen in the West.

SOME COMMENDATIONS.

"We have many times during the past few years had occasion to comment favorably upon the pen work of Mr. S. B. Fahnestock, Principal of the Commercial and Penmanship

Department of McPherson College, McPherson, Kansas. Mr. Fahnestock is equally clever at script, lettering, and designing, and is an ornament to the penman's profession."—Penman's Art Journal, New York.

"I entertain a very high regard for you and your work. It is a pleasure to examine such beautiful work as that which falls from your skillful pen. Your taste and touch are alike exquisite."

H. W. FLICKINGER, Phila

"Your penmanship is fine."

WILLIAMS & ROGERS,

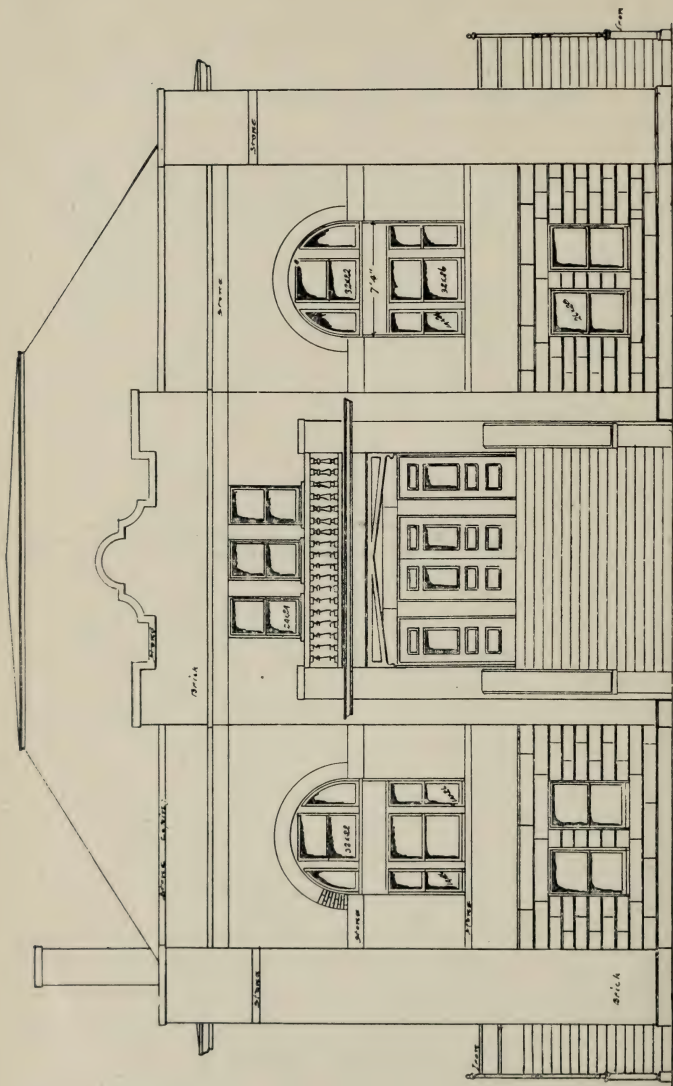
Rochester, N. Y.

Columbus, Ohio.

"It gives me pleasure to state that I regard Mr. S. P. Fahnestock one of the ablest teachers of penmanship and the commercial branches in the profession. Moreover he is a perfect gentleman in every respect."

C. P. ZANER,

President Zanerian College.



NEW GYMNASIUM BEING BUILT

STUDENT REGISTER 1909-1910.**THE COLLEGE.****POST GRADUATE.**

Detter, R. W.

SENIOR COLLEGE.

Craik, E. L.

Dalke, Dedrick.

Hildebrand, Lulu.

Rasp, C. D.

Stutzman, H. M.

Miller, Silva.

Trostle, B. S.

Vaniman, Grace.

JUNIOR COLLEGIATE.

Barnes, C. F.

Garber, Anna.

Litchenwalter, Homer.

Russel, T. C.

Hope, Lillie.

Schroeder, T. P.

Vaniman, Ernest.

SOPHOMORE COLLEGIATE.

Cline, Susie.

Arnold, S. Ira.

Ackley, Florence.

Trostle, Eva.

Detter, Edna.

Snyder, Olive.

Kuns, Vada.

McVey, Anna.

Royer, W. D.

Schroeder, J. P.

Studebaker, M. M.

Steele, D. C.

Sandy, Chas.

Thompson, Walter.

Hollinger, H. F.

Vaniman, Viola.

Miller, Mrs. S. C.

FRESHMAN COLLEGIATE.

Benell, Bessie.

Burgert, Alice.

Cram, Robt.

Horner, Roy.

Goertz, P. S.

Negley, Kansas.

Russell, Robt.

Roskam, Gertrude.

Ullom, Lulu.

Yoder, Jonathan J.

Nickel, Sam.

Carlson, Roy.

THE ACADEMY**SENIOR ACADEMY.**

Baldwin, J. W.

Brubaker, C. F.

Buckman, Elsie.

Hoffert, A. T.

John, Griffith.

Griffin, Elsie.

Gish, Mable.

Lichtenwalter, Nettie.

Nininger, Harvey.

Nininger, R. W.

Price, Edna.

Ullom, Mable.

Stump, Levi.

Stump, Lester.

Seidel, P. W.

Thompson, Blanch.

Baldwin, T. W.

Wedel, T. R.

Wynn, G. E.

Hope, Nannie.

Neff, Dithe.

Carlson, David.

Ford, Alice.

Ring, Elva.

Deeter, John W.

Ring, Elma.

JUNIOR ACADEMY.

Frantz, Ruth.

Ellenberger, Katie.

Delp, Addie.

Gartung, Otto.

Mohler, Frank E.

Muir, Gladys.

Miller, J. R.

Socolofsky, Abe L.

Stump, Alice.

Stump, Effel.

Wohlgemuth, Ed.

Wendt, Arthur.

Harnly, Paul.

Frantz, M. S.

Rexroad, R.

Henard, J. A.

Holmes, R.

Eash, Perry.

SOPHOMORE ACADEMY.

Miller, Betha.
 Ball, Elmer P.
 Brubaker, Monta.
 Brubaker, Olive.
 Brubaker, Carrie.
 Evans, Bessie.
 Ebbert, Jessie.
 Ferguson, Homer.
 Guy, Clea.
 Higgins, Walter.
 Parlin, Leon A.
 Wiggins, Lena.
 Rushton, Elvira
 Hylton, R. P.
 Heiny, M. M.
 Small, J. E.
 Breon, Geo. P.
 Studebaker, H. E.
 Carter, Effie.
 Spohn, Chas.
 Griffin, Ida.
 Rothrock, Mary.
 Robinson, Geo.
 Ellenberger, A. C.
 Kreitzer, Pearl.

FRESHMAN ACADEMY.

Banks, Lena.
 Brubaker, Earl.
 Eash, Maud.
 Hoff, Beulah.
 Griffin, Mabel.
 Ellenberger, Katie.
 Baker, Myrtle.
 Burger, Fern.
 Burton, Minnie.
 Schletzbaum, Rena.
 Sandstrom, Alice.

Burgart, Virginia.
 Enns, Eva.
 Frantz, Harper.
 Lucas, Robert.
 Eller, Earl.
 Dick, David.
 Carrier, David.
 Miller, Jessie.
 Carlson, Albin.
 Carlson, Leonard.
 Kinsley, Truman.
 Doerksen, Gertrude.
 Johnson, D. E.
 Nichols, Anna Belle.
 Talhelm, Harry.
 Seaman, A. R.
 Swanson, Roy S.
 Aeilts, Verna.
 Bogart, Roswe.
 Hoffsommer, Ira M.
 Schowalter, M. M.
 Mishler, Floyd.
 McCoin, H. M.
 Vaniman, R. B.
 Pepper, George.
 Wendt, Etta.
 Lautzenhisser, Fannie.
 Magnuson, Jessie.
 Sitts, Darl.
 McClain, Maggie.
 Throne, Edgar.
 Gish, C. E.
 Meyers, Lloyd.
 Nickols, Dee.
 Mishler, Edna.
 Klepinger, E. L.
 Shaffer, F.
 Nickel, Pat.

BIBLE DEPARTMENT.

Burgert, Alice.
 Bennell, Bessie.
 Buckman, Elsie.
 Breon, Geo.
 Steele, D. C.
 Studebaker, M. M.
 Vaniman, Ernest.
 Dalke, D.
 Flory, R. C.
 Flory, Lizzie M.
 Garber, Anna.
 Hope, Lillian.
 Snyder, Olive.
 Kuns, Vada.
 McVey, Alla O.
 Miller, Mary F.

Nininger, Harvey.
 Hennard, J. A.
 Carrier, J. W.
 Studebaker, H. E.
 Rothrock, Mrs. Mary.
 Higgins, Walter W.
 Small, J. E.
 Frantz, M. S.
 Flory, J. A.
 Rasp, C. D.
 Stutzman, H. M.
 Trostle, B. S.
 Dettter, R. W.
 Yoder, J. J.
 Crumpacker, A. J.
 Vaniman, Grace.

Hildebrand, Lulu.
Eash, Maude.
Ebbert, Jessie.
Enns, Eva P.
Craik, E. L.
Detter, Edna.
Trostle, Evelyn.
Cline, Susie.
Ellenberger, Ora.
Mishler, Edna.

Griffin, Elsie.
Netzley, Harvey.
Smith, H. J.
Johnson, D. C.
Evans, Bessie.
Breon, Mrs. Geo.
Small, Mrs. J. E.
Nininger, R. W.
Miller, Silva.

MUSIC DEPARTMENT.

Andes, Orpha.
Aeilts, Verna.
Ashbey, Alvin.
Anderson, Minnie.
Buckman, Pearl.
Berkeybile, Esther.
Berger, Fern.
Brubaker, Olive.
Brubaker, Flossie.
Brubaker, Hazel.
Banks, Lena.
Breon, Mrs. George.
Breon, Eva.
Cline, Ruth.
Conoway, Mrs.
Cochendorfer, Miss.
Detter, Clinton.
Delp, Addie.
Daniels, Maud.
Evans, Mr.
Edgecomb, Mrs. George.
Frantz, Ruth.
Fisher, Ruth.
Flora, Raymond.
Flora, Miss.
Fletcher, Miss.
Fashnack, Ruth.
Falgren, Millee.
Gish, Mabel.
Griffin, Ida.
Goodsheller, Gracie.

Henard, Mrs. J. A.
Hall, Nora.
Heine, More.
Hylton, Fannie.
Ish, Maud.
Ingram, Nettie.
Kritzer, Pearl.
Miller, Mrs. S. C.
Miller, Pauline.
Miller, Betha.
Muir, Gladdys.
Mannon, Modena.
Martin, Vida.
Marsh, Miss.
Nelson, Minnie.
Neff, Dithy.
Parlin, Lena.
Rasp, Mrs. C. D.
Recketts, Mary.
Rushton, Alvina.
Roscom, Gertrude.
Snowberger, Mary.
Stump, Alice.
Stump, Effel.
Studebaker, Harry.
Small, Mrs. J. E.
Severson, Earl.
Vaniman, Susie.
Vaniman, Clara.
Wright, Miss.
Zink, Elva.

EXPRESSION DEPARTMENT.

SENIOR EXPRESSION.

Baldwin, Jack.
Doerkson, J. T.
Durst, E. P.
Flory, Raymond.
Haugh, Emma.
Hope, Lillie.
McVey, Anna O.
Mohler, Frank, E.
Moomaw, Modena.
Negley, Kansas.
Wedel, J. R.

Vaniman, Ernest.

Yoder, Mrs. Jonathan.

JUNIOR EXPRESSION.

Carter, Effie.
Cram, Robert.
Detter, Edna.
Guy, Clea.
Lichtenwalter, Nettie.
Martin, Vida.
Trostle, Evelyn.
Vaniman, Mrs. Ernest.
Vaniman, Viola V.

NORMAL EXPRESSION.

Banks, L. M.
 Bowser, W. T.
 Breon, George.
 Brubaker, Monta.
 Brubaker, Olive.
 Cuilen, M.
 Cullen, R.
 Eash, Maude.
 Ebbert, Jessie.
 Evans, Bessie.
 Frantz, M. S.
 Griffin, Mabel.
 Griffin, Ida.
 Guy, Clea.
 Harnly, Paul.
 Higgins, W.
 Hoff, Beulah.
 Lautzenhiser, Fannie.
 Lucas, C. R.
 Magnason, J. F.
 Miller, B. C.
 Mishler, E.
 Myers, L.
 Nichel, S.
 Nichol, D.
 Nininger, Harvey.
 Nininger, R. W.
 Ring, Elma.
 Robinson, George.
 Small, E.
 Spohn, C. A.
 Wiggins, L.

PHYSICAL CULTURE.

Ashby, A. C.
 Baker, Miss.

Baldwin, Jack.
 Banks, L. M.
 Bowser, W. T.
 Breon, Mrs.
 Carrier, J. W.
 Cram, R. E.
 Detter, Edna.
 Doerkson, J. T.
 Dresher, Stanley.
 Edgcomb, Mrs. George.
 Eller, R.
 Evans, Bessie.
 Fahnestock, S. B.
 Garber, Anna.
 Gish, Maybelle.
 Haugh, Emma.
 Hildebrand, Lula.
 Hilton, Mr.
 Hope, Lillie.
 Horner, Mr.
 Kochenderfer, C. C.
 Lautzenhiser, Fannie.
 McVey, Anna.
 Mohler, F. E.
 Muir, Gladdys,
 Negley, Kansas.
 Neff, Dithe.
 Nininger, R. W.
 Parlin, Mr.
 Parlin, Miss.
 Rushton, Elvira.
 Trostle, Evelyn.
 Vaniman, Mrs. E.
 Vaniman, Grace.
 Vaniman, V. V.
 Yoder, Mrs. J.

COMMERCIAL DEPARTMENT.

Ashby, Alvin C.
 Banks, Lena.
 Asp, Ellen.
 Carrier, J. W.
 Crumpacker, Jay.
 Ford, Alice.
 Ellenberger, Ora.
 Dick, David.
 Eller, Earl.
 Ferguson, Homer.
 Gartung, Otto.
 Johnson, D. E.
 Nickel, Pat.
 Lucas, C. R.
 Magnuson, Clara.
 Parlin, Leon A.
 Parlin, Lena S.
 Talhelm, Harry.

Siemens, A. R.
 Swanson, Roy S.
 Smith, J. H.
 Wedel, J. R.
 Swanson, Clarence Roy.
 Andes, Grover.
 Studebaker, H. E.
 Hoffsomer, Ira F.
 Rushton, Elvira.
 Ferris, R. J.
 Throne, Edgar.
 Gish, C. E.
 Talbott, Arthur.
 Nickols, Dee.
 Shafer, F.
 Showalter, M. M.
 Wendt, Arthur.
 McClain, H. M.

Vaniman, R. B.
Brunk, Verd.
Pepper, George.
Wendt, Etta.
Bonifield, L. A.
Enns, Eva.
Shafer, George.
Sawyer, E. A.
Erb, William A.
Funderberg, E. W.
Enns, G. J.
Jarboe, Olon.
Wade, Wilbur.
Anderson, Arthur.
Ball, Elmer P.
Cullen, Roy.
Cullen, Mark.
Bowser, W. T.
Bradley W. F.
Hilton, R. P.
Terry, Lulu.
Holmes, Earl.

Ware, Earle.
Durst, Edwin.
Severtson, E. A.
Goggat, Emma.
Meyers, Lloyd.
Klepinger, E. L.
Erb, John.

SHORTHAND AND TYPEWRIT- ING DEPARTMENT.

Asp, Ellen.
Brunk, Verd.
Carrier, J. W.
Crumpacker, Jay.
Ford, Alice.
Hoggett, Emma.
Johnson, B. C.
Rushton, Elvira.
Showalter, Milton.
Smith, J. H.
Swanson, R. C.
Terry, Lulu.

KINDERGARTEN.

Heckethrone, Esther.
Heckethorne, Josephine.
Frantz, Fidelia.
Miller, Pauline.
Miller, Maurine.
Russel, Burl.
Russel, Willa.
Russel, John.
Akers, Burleigh.
Akers, Corella.
Crumpacker, Clyde.

Stutzman, Rolland.
Stutzman, Royal.
Harnly, Nellie Ruth.
Harnly, Mary Elizabeth.
Rothrock, Glen.
Stump, Thelma.
Crumpacker, Myrtle.
Crumpacker, Opal.
Goff, Jerald.
Hines, Tilford.
Showalter, Dale.

ALUMNI.

CLASS OF 1891

ACADEMICS.

Harrison W. Miller, Hinton, Okla.
Theodore Sharp, Lapwai, Idaho.
Mary Kuns-Kleppinger, Peoria, Ill.

CLASS OF 1892

ACADEMICS.

Hattie Yoder-Gilbert, Los Angeles, Calif.
Myrtle Miller-Netzley, McPherson, Kansas.
Effa Kuns-Sharp, Lapwai, Idaho.
Samuel J. Miller, McPherson, Kansas.
*Maurice Sharp.
Sue Slusher-Saylor, Ramona, Kan.

CLASS OF 1893

ACADEMICS.

Theodore Snowberger, Skidmore, Missouri.
Hattie Ecker-Sohlberg, Guthrie, Oklahoma.
Elmer E. Vaniman, Virden, Ill.
*Laura McQuoid, deceased, 1904.
*Hattie Flickinger-Potter.
Modena Hutchinson-Miller, McPherson, Kansas.
Sadie Whitehead-Beaghy.
C. E. Wallace, Yankton, S. Dak.
Francis E. Vaniman, McPherson, Kansas.

CLASS OF 1894

ARTS COURSE.

J. Z. Gilbert, Los Angeles, Calif.

NORMAL COURSE.

J. J. Caldwell, Hoisington, Kan.

ACADEMICS.

Z. F. Clear, East St. Louis, Mo.
*R. W. Gish.
A. N. Gray, Raymond, Kan.
Ed. M. Eby, Centerville, Mo.
Dr. J. C. Kleppinger, Peoria, Ill.
Flo Ramage-Carter, Custer, Mich.
J. J. Yoder, McPherson, Kan.

CLASS OF 1895

ARTS COURSE.

Albert C. Wieand, 185 Hastings St. Chicago, Ill.
S. J. Miller, McPherson, Kan.

ACADEMICS.

Carrie Snyder-Lichty, Wellington, Kansas.
Myrtle Hoff, Lordsburg, Calif.
M. Bernice Gateka-Ritz, Chickasha, Okla.
Claude J. Shirk, McPherson, Kan.

CLASS OF 1896

ARTS COURSE..

Sue Slusher-Saylor, Ramona, Kan.
S. B. Fahnestock, McPherson, Kansas.

ACADEMICS.

C. E. Kemp, Sharon, Wisc.
David Harder, Hillsboro, Kan..
Anna Whitmore-Strickler, Pomona, California.
P. F. Duerksen, North Enid, Okla.
Dr. J. Harvey Saylor, Ramona, Kansas.
G. M. Lauver, 185 Hastings St., Chicago, Ill.
Ratie Bowers-Dyck, Moundridge, Kansas.
G. B. Darling, Gypsum City, Kan.
H. V. Wiebe, Elk Park, N. C.

CLASS OF 1897

NORMAL COURSE.

P. F. Duerksen, North Enid, Okla.
R. W. Powers, Durham, Kan..
Claude J. Shirk, McPherson, Kan.
C. L. Hollem, Lawton, Okla.
J. W. Coons, Canton, Kansas.
R. K. Gernert, Cloud Chief, Okla.
J. K. Reish, Los Angeles, Calif.
G. M. Lauver, 185 Hastings St., Chicago, Ill.
*J. H. Tracy, St. Joseph, Mo.
Maud Chisholm-Miller, Roxbury, Kansas.

CLASS OF 1898

ARTS COURSE.

C. H. Williams, Kansas City, Mo.

NORMAL COURSE.

Mrs. Lillian Matthews, McPherson Kansas.
Dora Sherfy-Steinour, Murtaugh, Idaho.
J. B. Shirkey, Scottville, Mich.

*Deceased.

ACADEMICS.

Lester E. Williams, Rydel, Kan.
Mrs. Susie R. Williams, Belleville, Kan.

Anna Fakes, Warrensburg, Mo.

*J. E. Studebaker, deceased 1904.

Florence Butler-Shirkey, Scottsville, Mich..

Byron Talhelm, Lawrence, Kan.

E. K. Masterson, Chatsworth, Ill.

CLASS OF 1899

MASTER'S COURSE, A. M.

Dr. G. A. Tull, Clay Center, Kan.

BACHELOR'S COURSE, A. B.

C. F. Gustafson, Kansas City, Missouri.

NORMAL COURSE.

A. L. Harter, Plainville, Kan.

J. A. G. Shirk, Ottawa, Kan.

Byron Talhelm, Lawrence, Kan.

Flo Ramage-Harter, Custer, Mich.

J. Harvey Saylor, Ramona, Kan.

Lizzie Arnold, Russell, Colo.

H. V. Wiebe, Elk Park, N. C.

W. J. Slifer, Kansas City, Mo.

ACADEMICS.

Dr. G. J. Goodsheller, Lincoln, Nebraska.

Laura Harshbarger-Haugh, 185 Hastings St., Chicago, Ill.

Emma Horner-Eby, Jalalpor, India.

G. D. Kuns, Oskaloosa, Kan.

J. G. Law, Milton, Kan.

Sallie Shirkey-Miles, Abilene, Kan.

R. C. Smith, Marion, Kan.

I. A. Toevs, McPherson, Kan.

Lizzie Wieand-Kuns, Oskaloosa, Kansas.

CLASS OF 1900

NORMAL COURSE.

Anna Bowman-Rogers, Grand Junction, Colo.

*Anita Metzger.

Lizzie Wieand-Kuns, Oskaloosa, Kansas.

Anna Fakes, Warrensburg, Mo.

*H. C. Slifer, deceased 1903.

Herbert Caldwell, Hinton, Okla.

ACADEMICS.

E. H. Eby, Jalalpor, India.

H. J. Vaniman, Pomona, Calif.

Dr. J. F. Studebaker, Fort Dodge, Iowa.

*C. E. Law, deceased 1905.

CLASS OF 1901

BACHELOR'S COURSE.

Claude J. Shirk, McPherson, Kan.

J. A. G. Shirk, Ottawa, Kan.

Mrs. Lillian Matthews, McPherson, Kansas.

J. B. Shirkey, Scottville, Mich.

NORMAL COURSE.

B. B. Baker, Daphne, Alabama.

Ethel Bixby-Mackey, Hutchinson, Kansas.

Ollie Brubaker-Stutzman, McPherson, Kansas.

*Mary E. Frantz.

Emma Horner-Eby, Jalalpor, India.

Dr. E. H. Kasey, Mercedes, Tex.

S. Enos Miller, McPherson, Kan.

H. M. Stutzman, McPherson, Kan.

Emma Vaniman-Yoder, Conway, Kansas.

ACADEMICS.

*W. B. Boone, deceased 1904.

Mrs. Retta Glick-Studebaker, Ft. Dodge, Iowa.

Lottie Fisher, McPherson, Kan.

Maude Way-Dresher, Lyons, Kan.

B. S. Haugh, 185 Hastings St., Chicago, Ill..

J. H. B. Williams, Elgin, Ill.

CLASS OF 1902

MASTER'S COURSE.

Claude J. Shirk, McPherson, Kan.

J. A. G. Shirk, Ottawa, Kan..

BACHELOR'S COURSE.

John A. Clement, McPherson, Kansas.

James H. Clement, Anthony, Kan.

Flo Ramage-Harter, Custer, Mich.

E. K. Masterson, Chatsworth, Ill.

NORMAL COURSE.

E. D. Baldwin, Kansas City Mo.

Margaret Bishop, Los Angeles, California.

*W. B. Boone, deceased, 1904.

G. C. Dresher, Lyons, Kan.

Margaret Goodwin-Hoffhines, Larned, Kansas.

David Harder, Hillsboro, Kansas.

M. I. Kilmer, Western, Nebraska.
 Della McComber, Lawrence, Kan.
 C. H. Slifer, Abilene, Kansas.
 Edna Suffield-Keplinger, Eldorado, Kansas.
 Maude Way-Dresher, Lyons, Kan.

ACADEMICS.

J. E. Wagoner, Red Cloud, Neb.
 D. Earl Bowers, McLouth, Kan.

CLASS OF 1903

COLLEGIATE BIBLE COURSE.

Mrs. Amanda Fahnestock, McPherson, Kansas.

BACHELOR'S COURSE.

F. G. Kauffman, McLouth, Kan.
 H. A. Horton, McPherson, Kan.
 Alice Johnson, Wichita, Kan.

NORMAL COURSE.

F. H. Crumpacker, Tai Yuan Fu, Shanghai, China.
 Dottie Wheeler-Clement, McPherson, Kansas.
 P. C. Hiebert, Hillsboro, Kansas.
 S. W. High, Chicago, Ill.
 Ruby Buckman, Conway, Kan.
 R. W. Baldwin, Lawrence, Kan.
 D. Earl Bowers, McLouth, Kan.
 Anna Newland-Crumpacker, Tai Yuan Fu, Shanghai, China.
 R. C. Strohm, McPherson, Kan.
 O. S. Vaniman, McPherson, Kan.
 Ella White McFarland, Truesdale, Kansas.
 Charles Shively, Boulder, Colo.
 Mrs. Jennie McCourt, Cripple Creek, Colo.

Corda Clement, Canton, Ohio.
 Alice Weaver, Greeley, Colo.
 J. J. Frantz, Inman, Kansas.

ACADEMICS.

Vernon Vaniman, Virden, Ill.
 Orral Matchette, McPherson, Kan.
 Jessie Harter-Hylton, Troutville, Virginia.
 Gert Eicker, McPherson, Kan.
 Edith Allison, McPherson, Kan.
 Ethel Allison-Allen, Lawrence, Kansas.
 Fern Kuns-Cophedge, Topeka, Kansas.

CLASS OF 1904

MASTER'S COURSE.

John A. Clement, McPherson, Kansas.
 H. A. Horton, McPherson, Kan.
 *Mary E. Frantz.
 Geo. D. Kuns, McLouth, Kan.
 Lucetta Johnson, Wichita, Kan.
 M. O. Calvert, Ellenwood, Calif.
 H. C. Allen, Kansas City, Kan.
 *Anita Metzger.
 S. Enos Miller, McPherson, Kan.
 Dr. J. Harvey Saylor, Ramona, Kansas.
 E. H. Eby, Jalalpor, India.
 W. L. Harter, Custer, Mich.

NORMAL COURSE.

W. O. Beckner, Manila, Philippine Islands.
 P. N. Bolinger, Bellgrade, Mont.
 H. F. Toews, Moundridge, Kan.
 Silvia Miller, McPherson, Kan.
 Chas. J. Davis, Morrill, Kan.
 Harvey B. Hoffman, Abilene, Kan.
 Harry C. Crumpacker, Mt. Morris, Illinois.
 W. H. Yoder, Conway, Kan.
 Nellie Hinkson, McPherson, Kan.
 R. G. Mohler, Lyons, Kan.
 Mary E. Brubaker, Lyons, Kan.
 Ernest Vaniman, McPherson, Kansas.
 Mary E. Gibbel, Carthage, Mo.
 *J. E. Studebaker, deceased, 1904.
 Anna Stutzman-Buck.
 Gert Eicker, McPherson, Kan.

CLASS OF 1905

BACHELOR'S COURSE.

E. D. Baldwin, Kansas City, Mo.
 R. W. Baldwin, Lawrence, Kan.
 *H. M. Barwick.

Dr. C. D. Weaver, Twin Falls, Idaho.

NORMAL COURSE.

Edith Allison, McPherson, Kan.
 Verna Baker-Vaniman, McPherson, Kansas.
 Melinda Beyer, Inman, Kansas.
 Adolph Beyer, Inman, Kansas.
 Clarence D. Caudle, McPherson, Kansas.

*Deceased.

Anna Colline, McPherson, Kan.
 Sadie A. Engle-Wagaman, Abilene, Kansas.
 Ralph W. Detter, McPherson, Kansas.
 Sarah H. Friesen-Heinrichs, Enid, Oklahoma.
 Lulu Gilchrist-Moore, Hatfield, Missouri.
 Mary McGill, McPherson, Kan.
 Jas. R. Rothrock, McPherson, Kansas.
 Emily F. Shirkey, Rockingham, Missouri.
 Helen Slosson-Carter, Windom, Kansas.
 Madge Stafford, McPherson, Kan.
 John B. Stutzman, McPherson, Kansas.
 Jacob M. Stutzman, Conway, Kan.
 Florence Upshaw-Kiine, McPherson, Kansas.
 Nettie B. Wicklund, Bushnell, Nebraska.

CLASS OF 1906

MASTER'S COURSE, PH. M.
 W. E. Ray, Seneca, Kansas.
 MASTER'S COURSE A. M.
 R. W. Baldwin, Lawrence, Kan.
 *Mary E. Frantz.
 E. K. Masterson, Chatsworth, Ill.
 BACHELOR'S COURSE.
 S. C. Miller, McPherson, Kan.
 C. H. Slifer, Abilene, Kansas.
 P. C. Hiebert, Hillsboro, Kan.
 J. H. B. Williams, Elgin, Ill.
 Dr. J. F. Studebaker, Fort Dodge, Iowa.

Minnie M. Bartels, Inman, Kan.
 Emma Horning, Tai Yuan Fu, Shanghai, China.
 F. H. Crumpacker, Tai Yuan Fu, Shanghai, China.

Anna Newland-Crumpacker, Tai Yuan Fu, Shanghai, China.

NORMAL COURSE.

Bertha Delp, New Murdock, Kan.
 Maude Ball, McPherson, Kan.
 P. V. Wiebe.
 Grace Wright, Windom, Kan.
 Stella B. Andes, McPherson, Kan.
 Martha Bartels, Inman, Kan.
 Geo. Edgecomb, McPherson, Kan.

Ada May Caudle, McPherson, Kan.
 Ida E. Brubaker, Conway, Kan.
 Lulu Hildebrand, McPherson, Kan.
 Harvey M. Brubaker, Conway, Kansas.

Clara A. Weisthaner,
 Martha M. Weisthaner.

Theodore H. E. Aschman, Inman, Kansas.

Roy Caudle, McPherson, Kansas.

Ivan G. Herr, Hope, Kansas.

Ruby Horton-Miller, Kansas City, Missouri.

Ella I. Jacobs, McPherson, Kan.

Ellen A. Olson, Windom, Kan.

Mary A. Pearson-Gauss, Fort Worth, Texas.

Myrtle C. Pickering, Abilene, Kan.

Olive May Snyder, McPherson, Kansas.

Della S. Vaniman-Throne, Elgin, Illinois.

Foster W. Cline, Johnston, Kan.

Grace P. Vaniman, McPherson, Kansas.

Edna Garst-Laughton, Guymon, Oklahoma.

Pearl Blondefield-Stutzman, Conway, Kansas.

CLASS OF 1907

MASTER'S COURSE.

George D. Kuns, Oskaloosa, Kan.
 S. C. Miller, McPherson, Kan.

BACHELOR'S COURSE.

Dottie Wheeler-Clement, McPherson, Kansas.

Charles Shively, Boulder, Colo.

NORMAL COURSE.

Furman R. Cline, Johnston, Kan.
 Margaret M. Dudte.

Raymond C. Flory, McPherson, Kansas.

Mary Flory-Miller, McPherson, Kansas.

Frances Goodsheller-Rasp, McPherson, Kansas.

Guy T. Hudson, Wiley, Colo.

Leslie M. Klepinger, Conway, Kansas.

Bruce A. Miller, Darlow, Kan.

Mary E. Mohler, Red Cloud, Neb.

Lizzie Neher-Flory, McPherson, Kansas.

Susie Neher-Vaniman, McPherson, Kansas.
 William E. Sterner, Bridgeport, Kansas.

CLASS OF 1908

POST GRADUATE.

Frank H. Crumpacker, Tai Yuan Fu, Shanghai, China.

COLLEGIATE.

Ruby Buckman, Conway, Kan.
 Corda Clement, Canton, Ohio.
 Emily Shirky, Rockingham, Missouri.

Iva Gillespie, Kansas City, Mo.
 Harry Crumpacker, Mt. Morris, Illinois.

Theodore Aschman, Inman, Kan.
 Henry W. Lohrenz, Hillsboro, Kansas.

Julius J. Tretbar, Inman, Kan.

NORMAL.

Katie Hiebert-Ebel, McPherson, Kansas.

Susie Cline, McPherson, Kan.

Helen Goodsheller.

Clara Neher-Vaniman, McPherson, Kansas.

Maude Jackson, McPherson, Kan.

Mattie Stutzman, Conway, Kan.

Lillian Young, McPherson, Kan.

J. W. Suderman, Menno, Kan.

Gilbert Barnhill, Galva, Kan.

Ella Ebbert, Garden City, Kan.

Frank S. Kraybill, Abilene, Kan.

Nellie G. Green, Little River, Kan.

BIBLE.

Anna Newland-Crumpacker, Tai Yuan Fu, Shanghai, China.

CLASS OF 1909

Anna C. Colline, McPherson, Kan.

R. W. Detter, McPherson, Kan.

A. E. Hedine, McPherson, Kan.

B. E. Ebel, McPherson, Kansas.

H. B. Hoffman, Abilene, Kan.

W. O. Beckner, Manilla, Philippine Islands.

James R. Rothrock, McPherson, Kansas.

Roscoe C. Ingalls, McPherson, Kansas.

J. P. Schroeder, Buhler, Kan.

Frank V. Wiebe, Lehigh, Kan.

Howard S. Kasey, McPherson, Kansas.

Lulu M. Brubaker, Conway, Kan.

Grover C. Dotzour,

J. LeRoy Carlson, Windom, Kan.

Louis O. Hope, McPherson, Kan.

P. W. Claassen, Hillsboro, Kan.

P. B. Way, McPherson, Kan.

William Dexter Royer, Newton, Kansas.

CLASS OF 1910

POST GRADUATE.

Ralph Detter, A. M.

COLLEGIATE

Clinton W. Wright, A. B.

Grace Vaniman, A. B.

Silva I. Miller, A. B.

Conrad D. Rasp, A. B.

E. LeRoy Ray D. Craik, A. B.

Burton S. Trostle, A. B.

Diedrich Dalke, A. B.

Henry M. Stutzman, A. B.

Lulu M. Hildebrand, A. B.

David Emil Harder, A. B.

NORMAL.

Robert Cram, B. S. D.

Lulu Pearl Ullom, B. S. D.

Robert Russel, B. S. D.

Peter S. Goertz, B. S. D.

Alice Celesta Burgert, B. S. D.

*Deceased.

3H

10/11

UNIVERSITY OF ILLINOIS LIBRARY

1920

McPherson College

CATALOGUE

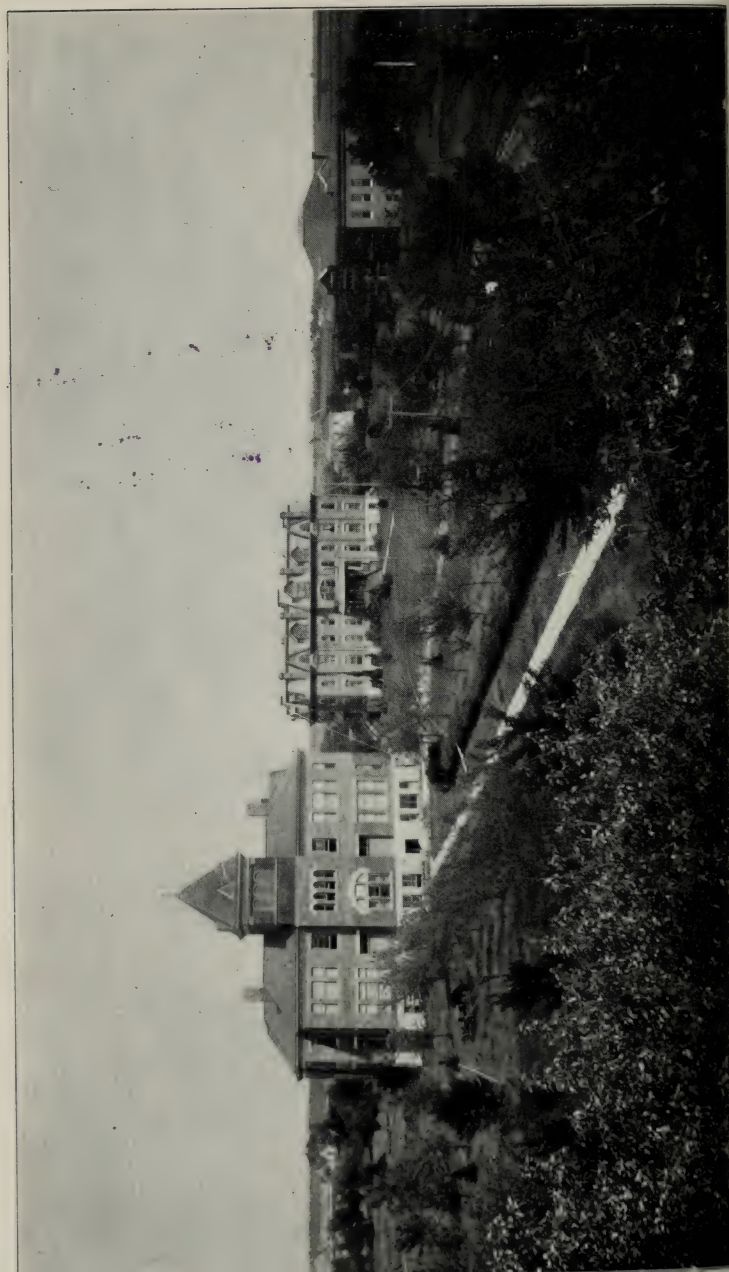
~~1911-1912~~

UNIVERSITY OF ILLINOIS

From the Registrar MAR 15 1912

PERMANENT OFFICE

1910-11



McPherson College

McPherson, Kan.

UNIVERSITY OF ILLINOIS

PRINCIPAL'S OFFICE

Annual Catalogue

1910-1911

With Announcements
for 1911-1912

CALENDAR

1911.

September 12, Tuesday . First Quarter Begins
November 14, Tuesday . Second Quarter Begins
December 23 Vacation Begins

1912.

January 1 Vacation Ends
January 23, Tuesday . Third Quarter Begins
March 26, Tuesday . Fourth Quarter Begins
May 19, Sunday Evening . Baccalaureate Sermon
May 20 and 21, Final Examinations
May 20, Monday Evening . Musical Recital
May 21, Tuesday Evening . Expression Recital
May 22, Wednesday Field Day
May 22, Wednesday Evening, Faculty Reception
May 23, Thursday Class Day
May 23, Thursday Evening . Alumni Reception
May 24, Friday Morning . . Commencement

BOARD OF DIRECTORS.

Elder J. J. Yoder, President	McPherson, Kan.
E. P. Detter, Vice-President	McPherson, Kan.
H. J. Harnly, Secretary	McPherson, Kan.
F. A. Vaniman, Treasurer	McPherson, Kan.
J. N. Dreshei	McPherson, Kan.

BRETHREN EDUCATIONAL BOARD.

Elder H. C. Early, Chairman	Penn Laird, Virginia
Pres. A. C. Wieand, Sec'y	Bethany Bible School, Chicago
Elder John Calvin Bright, Treasurer	Dayton, Ohio
Elder A. G. Crosswhite	Flora, Indiana
Elder L. T. Holsinger	Rossville, Indiana
Professor W. B. Yount	Union Bridge, Md.
Pres. Otho Winger	North Manchester, Indiana

FACULTY FOR 1911-1912

JOHN A. CLEMENT, A. M., PH. D.,

President.

Pedagogy and Philosophy.

S. J. MILLER, B. A., A. M.,

Vice President.

English and German.

*EDWARD FRANTZ, B. A., A. M.,

Biblical Languages and Literature.

H. J. HARNLY, A. M., Ph. D.,

Dean.

Biology.

ELDER J. J. YODER,

Collegiate Bible.

E. LEROY CRAIK, B. A., A. M.,

Latin and Greek.

F. G. MUIR,

Director Instrumental Music.

O. W. BALDWIN, B. A., A. M.,

Pedagogy and History.

HOMER O. LICHTENWALTER, B. Sc.,

Physics and Mathematics.

J. C. RUSSELL, B. Sc.,

Chemistry and Mathematics.

J. A. BLAIR,

Superintendent Commercial Department,

Commercial Branches and Drawing.

* On leave of absence.

B. S. HAUGH,
Director Vocal Music.

MRS. B. S. HAUGH,
Expression.

G. E. ROOP, B. A.,
Academic.

E. M. STUDEBAKER,
Academic Bible.

WALTER THOMPSON,
German.

C. F. BARNES,
Assistant in Chemistry.

J. P. SCHROEDER,
Assistant in Physics.

HARVEY H. NININGER,
Assistant in Botany.

LILLIAN HOPE,
Stenography and Typewriting.

MRS. RUFINA MARTIN,
Matron.

ANNETTA LICHTENWALTER,
Librarian.

GENERAL INFORMATION.

LOCATION AND ACCESSIBILITY.

McPherson, Kansas, is not far from the center of the state, whose geographical and material advantages have been made famous in Governor Hoch's celebrated metaphor, "The rich, juicy meat in the heart of the national sandwich." It is a thriving little city of thirty-five hundred people and it is the seat of government of McPherson county. It is a city of prosperous merchants, beautiful homes, parks and shade trees, and is surrounded by waving fields of wheat, corn and alfalfa. The climate is mild and healthful.

McPherson is easily accessible from all parts of the country. The El Paso division of the Rock Island system passes through it, over which run daily through trains between Chicago and California. A branch of the Santa Fe system connects McPherson with the main line about fifty miles distant, both east and west. The Union Pacific and Missouri Pacific roads also have branches here.

The College is beautifully situated on an elevation at the eastern end of Euclid street, the principal east and west thoroughfare of the city. The campus is dotted with growing maples, elms and evergreens, and is far enough from the center of business to insure an environment most favorable to student life.

PURPOSE AND IDEALS.

McPherson College was established in order to provide the young people of the Church of the Brethren with facilities for a thorough, Christian education. However, no denominational test of admission is applied and its doors are open to all persons of good moral character who are in sympathy with the general spirit of the institution.

The conception of education that controls at the College is that which regards it as a development of the whole being, body, mind and spirit. While the most thorough and exacting intellectual discipline is demanded, as an examination of the courses in this catalog will show, special care is taken that the whole atmosphere of the school shall be favorable to spiritual culture also. High ideals of character are constantly held forth. True education is held to include both the acquisition of power and the direction of this power to worthy ends. Equipment for honorable service to humanity and for appreciation of the best things which life can afford are ideas distinctly taught.

The institution stands definitely for the doctrine of "The Simple Life." Modesty in dress and bearing, simplicity in social customs, the dignity of all honest labor, are popular ideas. The rich student who imagines that his wealth will bring him prestige is likely to suffer a painful disillusionment, while the poor one who must work his way through, provided only his work be well done, will find himself honored and respected. No aristocracy, save that of character, is known.

APPARATUS.

BIOLOGY.

The material equipment consists of a good quality of modern Bausch and Lomb microscopes, projection microscope, stereopticon, microtome, paraffine baths, and other general apparatus, microscopic and lantern slides, collections of birds, mammals, and insects for systematic study, herbarium, etc. The department has a good reference library.

There is a large collection of stuffed animals, and a fine collection of preserved material for illustration, several hundred slides, drawings of all type animals, tables, pans and complete supply for laboratory work.

There has recently been added quite a collection of Lepidoptera, besides a general collection of insects for class work in classification. In Botany there is a large herbarium, slides, and other necessary things for efficient laboratory work. There is a large number of recent and valuable books in the library for reference work. McPherson county is rich in flora and fauna, since in it are four or five geologic formations. The basin area is especially rich in protozoa, while two rivers and several running streams and many springs are rich in cryptogams and lower animal forms.

CHEMISTRY.

The chemical laboratories, two in number, are located in the basement of the building. One room is given over to the general chemistry, while the other room is used exclusively for the more advanced work. In addition, there are several storerooms for apparatus and chemicals and a balance room for the analytical students. The laboratories are well lighted and are furnished with all the usual conveniences of water, drainage, electricity, ventilating hoods, etc. The supply of chemicals and apparatus is unusually good and includes such pieces of special apparatus as Soxlet's extractors, crucible and muffle furnaces, polariscope, analytical balances, apparatus for determination of molecular weights, etc. The laboratories accommodate forty students working at a time. The student is loaned the apparatus required and is expected to return it at the end of his course in good condition. A laboratory fee, to be paid in advance, is required to cover the cost of the chemicals used.

A good library is afforded the students. The best chemical journals and publications are on file and a select list of reference books and other works in chemistry and allied subjects is at the disposal of the student.

PHYSICS.

The physics department occupies the large room in the south part of the basement of the main building. It is well lighted, heated and equipped with modern apparatus to do excellent work in experimental physics.

A partial list of the instruments includes Kater's bar pendulum, Victor Meyer's apparatus, linear expansion apparatus, Atwood machine, Packard's incline plane, impact apparatus, tensile strength machine, torsion apparatus, resolution of force table, elasticity apparatus, torsion pendulum, inertia apparatus, analytical and Jolly balances, spherometer, mechanical powers, stop watch, cathetometer of great accuracy, centrifugal force apparatus, air pumps, hydrometers, calorimeters, barometers, Boyle's law tubes, Charles' law apparatus, vacuum gauge, thermo-multiplier, vibrograph, siren, reflectors, sonometer, Kundt's apparatus, resonance apparatus, optical mirror, gratings, photometers, polariscope, various kinds of thermometers, voltmeters, ammeters, millivoltmeters, resistance boxes, Post Office bridge, standard cells, various galvanometers—including ballistic, dynamo, motors, induction coils; Wheatstone bridges, rheostats, transformer, earth inductor, wireless telegraph outfit, magnetometer, X-ray outfit, Holtz machines, commutator keys, telephone, alternating and direct currents, spectroscope, spectrometer, Fresnel Prisms, a four inch refracting astronomical telescope and numerous other instruments of precision. Many new pieces are being added. All ordinary experiments in courses of college physics can be performed exceptionally satisfactorily. The department has a good stereopticon for class room use. Excellent reference books belonging to the department are also available to the students.

MATERIAL EQUIPMENT.**BUILDINGS.**

The Main College Building, ninety-four by one hundred seventeen feet, contains the chapel, recitation rooms, commercial hall, the laboratories, and Irving Hall.

The Dormitory is a three-story building with basement forty by one hundred feet. The students' rooms are large and well lighted, and are equipped with steam heat and electric lights.

The Carnegie Library building is a building of two stories. The main floor is used for library purposes and the basement floor is occupied by the museum of the college. The library is well equipped with reference books, and additions are made to the departments as rapidly as it is possible with the funds that are available. It already contains over ten thousand volumes.

The Gymnasium will be built and ready for dedication by the opening of school. The building will be forty-eight by seventy-six feet, two stories high. The second or main floor will be the main gymnasium and auditorium floor. It will contain a gallery that will seat from two hundred fifty to three hundred people. The basement when completed will contain the shower baths, a ladies' gymnasium, lockers and the heating plant. It will be constructed of gray cement blocks.

COLLEGE FARM.

The beautiful farm of 150 acres purchased two years ago, located just south of the College Campus, is at present leased, and the income is being applied to a still unpaid indebtedness. The management and directors are hoping to be able to offer courses in practical and scientific agriculture in a few years which will be a real credit to the Institution and a pleasure to the

friends who have through their donations made the purchase possible.

MORAL AND RELIGIOUS INFLUENCES.

The high ideals and principles for which the college itself stands, together with most favorable surroundings, combine to impart to the student life a moral tone of an exceptionally high order. McPherson has many live churches, a large active Y. M. C. A., a public library, another college beside our own, a choral union, a first class lecture course. It has no saloons, no joints, and no paupers. More than the average city or town, it is free from the vices which are liable to prove pitfalls for young people. McPherson is not noted for its mines or manufacturing interests, but is dependent for its prosperity upon the rich agricultural community which surrounds it. It is easy to see how this fact tends to keep away from the city the less desirable classes of inhabitants. It is an ideal college town; just the kind of a place in which it is a pleasure to live and to which it is safe for parents to send their sons and daughters.

In the college itself devotional exercises are held each school day in the chapel, and regular evening prayers are held in the dormitory. The morning watch and systematic daily Bible study are also observed by many. Sunday School and two preaching services are held in the college chapel each Lord's day. Young people's societies are active and exert a strong Christian influence upon the student body. And what is really of chief significance in determining the religious tone of an educational institution, the teachers are Christian men and women, and their daily work is permeated by the Christian spirit.

LITERARY SOCIETIES.

The Irving Memorial Literary Society is open to

all of the students of the college department and the senior normals. The sessions are held each Saturday evening in Irving Hall.

A debating club is maintained for college students and membership is obtained by election.

The Eureka Society is open to academic and normal students. The sessions are held each Saturday evening in the college chapel.

LECTURE COURSE.

For a number of years the college has maintained a good strong lecture course. The course for the coming year will consist of the following numbers: Honorable Champ Clark, Speaker of the House of Representatives; Paul F. Voelker, A. M.; The De Koven Male Quartet; Edward Elliott, Monologist; Victoria Lynn Concert Company; Dr. James Hedley. This course affords an excellent opportunity to both students and citizens for information and inspiration.

ORATORY.

Students of Collegiate rank are eligible to compete for a place in the Inter-Collegiate Oratorical Contest and in the Inter-Collegiate Prohibition Contest. This gives ample opportunity for young men to study and train in oratory.

COLLEGE PUBLICATION.

The Rays of Light is published monthly during the school year by a staff of students of collegiate rank. The college students elect the editor-in-chief and he appoints the staff and the business manager. A faculty adviser is appointed by the faculty.

GOVERNMENT.

All students, so far as possible, are supposed to govern themselves. Students who will not control them-

selves and put themselves under the restraints which are necessary to maintain the dignity and purpose of the college will be dismissed. A statement showing the student's standing is sent to his parents, or guardian, at the end of each quarter. Students are required to attend the Chapel exercises and Church and Sunday School regularly.

THE DORMITORY.

All out of town students are expected to room and board in the dormitory. Students may room out of the dormitory only by consent of the management and in homes that will agree to comply with the requirements of the school.

Such supervision as is deemed necessary by the faculty and trustees will be made for the best interests of the individual as well as for the general welfare of the school.

The ladies in the dormitory are under the supervision of the Matron.

Students desiring rooms should write early so that they may have choice of rooms.

SELF BOARDING.

Many students feel that they do not have the means to pay for everything in the way of their expenses; so they board themselves, thereby saving some money for other expenses.

A number of students also earn part of their way by doing work for part of their expenses. Such students should apply early so that they may be accommodated.

MISCELLANEOUS INFORMATION.

Students will find it to their advantage to enter at the beginning of the year, although they may enter at any time.

All articles necessary for the student's comfort except such as are listed in the expense items will be furnished by the student himself.

The use of tobacco in any form, or intoxicating liquors, card-playing and gambling are prohibited on the college campus.

All students will pay a fee for the purpose of maintaining a physical department. One year of physical training is required of everyone.

Students should provide themselves with proper clothing. Ladies especially should provide themselves with such clothing as will be appropriate and yet reduce the laundry bills. Members of the Church of the Brethren should dress in compliance with the rules of the church.

Parents are urged to keep in touch with the school, and assist the faculty in bringing about the best results possible in the education and discipline of their children.

Visitors are always welcome. They should apply at the office of the president so that they may be entertained.

Students are registered at the beginning of each quarter. A charge of one dollar is made for failure to register on the day of registration. The quarters for 1911-1912 will begin September 12, November 14, January 23, and March 26.

Expenses are payable cash in advance. No other settlement can be made except by arrangement with the Management and the Board of Trustees.

EXPENSES.

One study, one-third tuition; two studies, two-thirds tuition. A quarter is 9 weeks.

Tuition, per quarter \$12.00

Tuition, per week 1.50

McPHERSON COLLEGE.

Tuition, Stenography, per quarter	12.00
Tuition, Stenography with other studies per qr.	6.00
Tuition, Typewriting, per quarter	6.00
Board, per quarter	22.50
Board, per week	2.50
Holiday vacation, no boarding in the Dormitory.	
Fuel, Fall or Spring quarter	1.00
Fuel, Winter quarters, each	4.50
Fuel, per week, Fall or Spring quarters .....	.15
Fuel, per week, Winter quarters .....	.50
Room, including blinds, broom, dust-pan slop- pail, washstand, table, bowl, pitcher, two chairs bed and mattress per week .....	.50
All students pay per quarter for Library Fee ..	.50
All students pay per qr. for Physical Training..	.50
Special examination fee	1.00
Private lessons, in advance, each.....	.50
Tuition for Post-Graduate year	48.00
Board, fuel, room rent, library fee, physical train- ing, tuition, Fall and Spring, each	41.00
Board, fuel, room rent, library fee, physical train- ing, tuition for Winter terms, each	44.50
Board, fuel, room rent, library fee, Physical Training fee, tuition for the full year, paid in ad- vance	165.00
Students of College rank carrying more than sixteen hours of work, will pay for each Sem- ester Hour extra	1.00

Students are charged at quarter rates for whole quarters; at week rates for less than a quarter. No reduction for absence of less than two weeks. Text books and stationery are kept on sale at the college office and are sold for cash only. Students should bring with them any text books that they may have on hand. Students will bring sheets, pillow-cases, pillows, napkins, blanket, comfort, rug, and other articles they wish, in order

to make their room attractive. Students voluntarily rooming alone, two rates for room rent and fuel.

LABORATORY FEES.

Chemistry, Advanced Physics, Biological Branches, each, per quarter	\$3.00
Physics, Course 1, 2, 3b. and 4b. each per qr. . .	1.50
Physiology, per quarter	1.25
Astronomy and Zoology, each, per quarter	1.00
Botany and Geology, each. per quarter .....	.50

GRADUATING FEE, INCLUDING DIPLOMA.

College, Post-Graduate	\$10.00
College Normal, Music, and Graduate Commercial	5.0
All other diplomas	3.0

For further information address, McPherson College, McPherson, Kansas.

THE COLLEGE.

NATURE AND SCOPE.

Two courses of study, each four years in length, one leading to the degree Bachelor of Arts, and the other to the degree Bachelor of Science, are offered. A certain amount of work is specifically required for each of these degrees, and a certain amount is elective and known as major and minor electives.

The purpose of this is to allow a student to select a certain line as a major under certain restrictions which still allows for enough open work to give him an acquaintance with other fields of knowledge than the one in which he has chosen to major.

ADMISSION.

Students may be admitted to full standing by presenting a certificate of graduation from any accredited

high school or academy of recognized standing, or they must show by examination that they are able to pursue the courses offered satisfactorily.

CANDIDATES FOR ADMISSION.

All candidates must present a detailed statement of their preparatory work, properly signed.

Students coming from high schools or academies partially accredited, on presenting proper credentials may be allowed to pursue subjects of college rank, if the deficiency is three or less units, while completing the academy work.

Applicants for admission should present themselves at the College on Tuesday, September 12, 1911. The work of registration will be enhanced by mailing certificates and credentials to the college before September 1.

Fifteen units in all are required for admission to full standing in the College. The following units are required:

1. Three units of English;
2. Two and one-half units of Mathematics;
3. Four units of Latin;
4. One unit of Physical Science;
5. One unit of Biological Science;
6. One unit of History.

The remaining units may be elected from other subjects.

Candidates for the Bachelor of Science degree may elect three units of German and one unit of some other language in the place of four units of Latin.

A unit is a subject (like Latin, for example) running for at least thirty-six weeks, four recitations a week, with at least sixty minutes for each recitation.

STATE CERTIFICATE.

Those who complete one of our college courses

including the Pedagogy here outlined, will receive from the State Board of Education a State Certificate for three years. After having taught successfully two of the three years and having shown a satisfactory interest in the literature of the profession, a Life Diploma will be issued. The only examinations are those given by the College when the studies are taken. Following is an outline of the Pedagogy required:

1. A course of twenty weeks in History of Education.

2. A course of ten weeks in Philosophy of Education.

3. A course of twenty weeks in School Administration.

All above courses to be given by the Professor of Pedagogy.

4. One teachers' course of twenty weeks in some other department of the institution, which must include (a) a broad review of the field in which the course is given; (b) a development of the principles involved in the successful teaching of the subject and its correlates in the secondary schools of the state; (c) a study of the comparative value of authorities and methods and the uses of material aids in teaching; and if possible, (d) actual practice in teaching for not less than ten weeks.

REQUIRED SUBJECTS [55 hours.]

Freshman.

Physiology, 8 hours.

Rhetoric, 8 hours.

Chemistry, 5 hours.

Mathematics, 7 hours.

Sophomore.

Psychology, 3 hours.

Economics, 3 hours.

Mediaeval and Modern History, 6 hours.

Junior.

Literature, 4 hours.

Bionomics, 4 hours.

Senior.

Ethics, 3 hours.

Theism, 4 hours.

ELECTIVE SUBJECTS.

The student must elect thirty hours in any one of the following groups of subjects. Twenty hours work must be elected from one subject of the group, and ten hours from the other. The remaining thirty-five hours may be elected from other subjects.

MAJOR COURSES.

1. Philosophy and Bible.
2. Education and Philosophy.
3. English and Language.
4. English and History.
5. History and Social Science.
6. Biology and Physics.
7. Mathematics and Physics.
8. Chemistry and Physics.
9. Biology and Chemistry.

NOTES ON ELECTIVES, REQUIREMENTS, AND COURSES.

1. Candidates for the Bachelor of Arts degree or the Bachelor of Science degree must elect thirty hours work from some major group, of which twenty hours must be from one department, and the final thesis must be presented from that department. Consultation with the head of the department as early as possible is advised, so that the work may be correlated and outlined.

2. Candidates desiring to major in any other combination of courses than those listed above must consult with the classification committee.

3. Candidates for degrees only must complete 120 hours work.

4. Fifteen hours work per semester constitutes full work. Students desiring to carry more than 16 hours

of work must have the consent of the faculty before they can be enrolled for additional work.

5. A subject carried for eighteen weeks, reciting four days a week, constitutes four hours.

COURSES OF INSTRUCTION.

BIOLOGY.

PROFESSOR HARNLY.

An introduction to the study of the animal kingdom for students who have not presented Zoology for entrance. The course consists of text-book, lectures, laboratory and field work.

1. **Invertebrate Zoology.**— A study and dissection of types of invertebrates. Notes on lectures and laboratory work, drawings of dissections. Collection and classification of insects. The relation of insects to agriculture and disease.

First semester, 4 hours.

2. **Vertebrate Zoology.**— A study and dissection of types, lectures and laboratory notes, text and reference reading, drawing of dissections. Economic Zoology and other subjects relating to animal life. Occasional field trips.

Second semester, 4 hours.

3. **Entomology.**— A text-book, lecture, laboratory and field course, with special reference to agriculture and disease and the developmental theories.

First semester, 3 hours.

4. **Embryology.**— A lecture and laboratory course with reference readings. Vertebrate and Invertebrate. A study of the chick and other vertebrate embryos, and the type segmentations, and developments of ova and sperm of invertebrates, maturation of eggs, fertilization, etc.

First semester, 2 hours.

5. Bionomics.— A lecture and reference reading course in the study of life with special reference to ecological, developmental, and historic problems.

Second semester, 3 hours.

The Physiological department is equipped with modern apparatus for demonstration and experimental work. The apparatus consists of microscopes, charts, manikins, skeletons, slides, etc. The department has a good reference library.

6. Physiology.— A Collegiate and Normal course open to senior normal and freshman collegiate students. Lectures, text-book and reference readings, laboratory work including the preparation, study, and drawing of the principal tissues of the body. Notes and outline required.

First semester, 4 hours.

7. Physiology.— Continuation of Course 6. The last twelve weeks will be devoted to the subjects of reproduction and sex, personal hygiene, public health, and sanitation.

Second semester, 4 hours.

8. Botany.— Morphology, Physiology, and Ecology of plants. Lectures, reference reading, and laboratory work.

First semester, 2 hours.

9. Botany.— Continuation of Course 8.

Second semester, 2 hours.

CHEMISTRY.

PROFESSOR RUSSELL.

1. General Inorganic Chemistry.— This course is designed as a prerequisite to all the other courses in chemistry and as a subject of general culture. The aims are, 1st. to acquaint the student with the fundamental

principles of chemical activity; 2nd. to develop his abilities in observation and induction and in laboratory manipulations; and 3rd. to present the applications of chemistry to his daily life and to the useful arts. Comprises a study of the non-metals and their compounds. Recitation, three hours per week; laboratory, six hours per week. Prerequisite, Physics 1 and 2. Five hours credit. Required of freshmen.

First semester, 6 hours.

2. General Inorganic Chemistry.— A continuation of course 1. Students who are taking a scientific course are advised to take this course. Required of students who expect to take advanced work in chemistry. Embraces a study of modern chemical theories, a careful study of the laws and typical reactions, and a comprehensive study of the general properties, tests, and reactions of the common metals. Thesis and abstracts of readings required. Recitations, three hours per week, laboratory, six hours per week.

Second semester, 5 hours.

3. Qualitative Analysis.— Comprises a study of the methods used in the detection of the common metals and acids and a systematic analysis of unknown solutions and solids. Lectures, two hours per week; laboratory, nine hours per week. Abstracts of lectures and readings required.

First semester, 5 hours.

4. Quantitative Analysis.— Chiefly a laboratory course in Gravimetric and Volumetric determinations. Lectures one hour per week. Includes a study of the reactions met with in the laboratory and the methods used in analysis. Laboratory, ten hours per week.

Second semester, 5 hours.

5. Agricultural Analysis.— Analytical chemistry applied to agricultural materials. Includes a quanti-

tative analysis of milk, butter, food-stuffs, fertilizers, soils, etc. Chemistry 4 a prerequisite. Abstracts of readings and a thesis required of each student. Recitations and lectures, two hours per week; laboratory, nine hours per week.

Second semester, 5 hours.

6. Organic Chemistry.— A study of the aliphatic and aromatic compounds and their preparation. Lectures and recitations, three hours per week; laboratory, six hours per week.

First semester, 5 hours.

7. Sanitary and Applied Chemistry.— A course designed to accomodate those students who have finished Chemistry 1, and desire to pursue a course related directly to their household life. Includes a study of household sanitation, foods, cleaning materials, dyeing, etc. Recitations, two hours per week; laboratory, four hours per week.

Second semester, 4 hours.

8. History of Chemistry.— A study of the history of chemistry from the earliest times to the present day. Students who expect to teach chemistry are especially advised to take this course. Recitations and lectures, two hours per week.

First semester, 2 hours.

9. Teaching of Chemistry.— A course designed for those who expect to teach chemistry in the high schools. Includes a consideration of the subject matter as well as the methods used in teaching, also visitation of classes in a number of high schools and colleges. Abstracts of readings and a thesis required.

First semester, by appointment, 2 hours.

ENGLISH LANGUAGE AND LITERATURE.

PROFESSOR MILLER.

7. Theme Writing.— The course will be opened

with a study of narration and description, followed by exposition. Daily written exercises and longer productions at intervals. Required of all Freshmen.

First semester, 4 hours.

8. Exposition, Argumentation, and Criticism.— A continuation of Course 1. Required of all Freshmen.

Second semester, 4 hours.

9. Argument.— Prerequisites, Courses 7 and 8. A careful study of the principles with exercises and briefs.

First semester, 4 hours.

10. The History of English Literature.— General History supplemented with class study of representative authors and with required library reading. Text-books, Simond's English Literature, Manley's English Poetry, and Manley's English Prose. Open to all college students.

First semester, 4 hours.

11. American Poets.— General History with special reference to the work of the chief American poets. Lectures and library reading with class study of representative selections.

Second semester, 4 hours.

12. Milton.— The student is required to read all of Milton's poems and representative selections from his prose. A detailed study of Paradise Lost.

First semester, 4 hours.

13. Victorian Literature.— A brief study of all the important writers of the age, and a careful study of Tennyson and Browning.

Second semester, 4 hours.

14. Shakespeare.— A rapid study of all his plays and poems with a detailed study of one of the tragedies.

Second semester, 4 hours.

FRENCH.

PROFESSOR MILLER.

1. **Elementary French.**— Pronunciation, grammar, simple exercises in composition from dictation. Translation of easy selections from English into French.

First semester, 4 hours.

2. **Continuation of Course 1.**—Reading of simple prose texts with exercises in dictation and composition.

Second semester, 4 hours.

3. **Modern French Prose.**— Study of Norminee, Gautier, Hugo, Angier, and others. Dictation and practice in composition and conversation.

First semester, 4 hours.

4. **Scientific French.**— A course intended for students who wish to prepare for the scientific field.

Second semester, 4 hours.

French not offered 1911-1912.

GEOLOGY.

PROFESSOR HARNLY.

The department has a good collection of minerals, fossils, and rocks, as well as a good reference library. McPherson County is especially rich in geological formations and fossils.

The course consists of a study of the most important minerals and rocks, the elements of crystallography, lectures, text-book, reference readings, notes on lectures, field work. A collection of rocks, minerals, and fossils, and a thesis required.

Second semester, 4 hours.

GERMAN.

PROFESSOR MILLER.

MR. THOMPSON.

1. **German Grammar**— Twenty-two lessons of Car-

ruth-Otis's Grammar, with composition exercises, and about fifty pages of Carruth's Reader.

First semester, 4 hours.

2. Continuation of Course 1 —German Reader completed. Other easy reading exercises. A study of the word order and the use of the auxiliary verbs.

Second semester, 4 hours.

3. Grammar Review and Reading.— Review of Grammar directed to the details of government, use of the modal auxiliaries, of the subjunctive, and of word order. Practice in writing German from dictation, at least eighteen exercises. Reading of Zschokke's *Der Zerbrochene Krug* and Heyse's *Die Blinden*.

First semester, 4 hours.

4. Continuation of Course 3. —The translation of twenty-five pages of simple English into German. Reading of Sturm's *Immense* and Grimm's *Maerchen*, with other readings.

Second semester, 4 hours.

5. Schiller.— *Die Braut von Messina*, *Maria Stuart*, and *Die Jungfrau von Orleans*. A study of Schiller with reference to his position in literature.

First semester, 4 hours.

6. Lessing's Prose and *Nathan der Weise*.

Second semester, 4 hours.

GREEK.

PROFESSOR CRAIK.

1. Xenophon: *Anabasis* — Text, Goodwin and White. The thrilling account of the march of the ten thousand (four books), drill on syntax, references to Goodwin's Grammar.

First semester, 4 hours.

2. Homer: *The Iliad*.— Text, Seymour. Study of

epic poetry, life in the Homeric Age, Homeric style, syntax, prosody, etc.

Second semester, 4 hours.

3. Xenophon: Memorabilia, or Lysias' Selected Orations. Historical aspect of the productions, literary value, syntax, etc.

First quarter, 2 hours.

4. Plato: Apology of Socrates. An interesting insight into the inner life of the philosopher of the ages.

Second quarter, 2 hours.

5. Sophocles: Oedipus Rex or Antigone. The presentation of the great religious idea of the Greeks, namely, the righteous indignation of the gods.

Third quarter, 2 hours.

6. Demosthenes: Oration, De Corona. This is the greatest effort of the life of Demosthenes. A study of the merits of the production, style, syntax, etc.

Fourth quarter, 2 hours.

7. New Testament: the four Gospels. Translation and interpretation, critical study of selected portions, special emphasis on word study.

First semester, 4 hours.

8. Continuation of Course 7. Special attention paid to the epistles.

Second semester, 4 hours.

HISTORY.

PROFESSOR BALDWIN.

1. History of Education.—A general introduction to the world's greatest educators and systems of education, and to the development of educational theory and practice. Lectures, text-book study, essays, and reference reading, Monroe's History of Education, Lau-

rio's Pre-Christian Education, and Cubberly's Syllabus.
First and second semester.

2. Mediaeval and Modern History.—The purpose of the course is to organize the general movements of political, religious, educational, industrial and social life into an historical whole, and to give some insight into the nature of history and its problems. To this end the student discovers and applies those fundamental conceptions which play the parts of instruments in historical study, such as form the content, continuity and differentiation, organic unity of institutional life, cause and effect, purpose and means. Robinson's History of Western Europe will be used as an outline. Discussions, essays and reports. Three hours through the year. Three or five hours credit per semester.

3. English History.—A brief outline of the history of earlier England followed by a more careful study of the periods of the Tudors, Stuarts and the house of Brunswick. This course is intended to give the student a good general knowledge of the history of our Mother Country and to prepare for subsequent courses in English Literature and higher United States History. Two hours through the year. Four or six hours credit.

4. Greek and Roman History.—A survey of the national life of the countries with a view of obtaining an insight into their civil and social organizations and their connection with the present. Myer's texts will be used with frequent reference to the other standard works. 6 hours or 10 hours credit.

5. Ancient History of Philosophy.—A course in the history of philosophical systems with lectures and discussions as to their values. Text and lectures. Three hours, first semester. Six hours.

6. Modern History of Philosophy.— —A study in the theory of thought and knowledge, and of modern philosophy in which an attempt is made to discover the principles which underly the problems in question, and to find, if possible, a conception of being in which the mind can rest. It is a critical study throughout. Classics by philosophers are used as texts, supplemented by lectures, reference readings and theses. Three hours, second semester. Six hours.

7. Bible History.— Two years. See Collegiate Bible course.

LATIN.

PROFESSOR CRAIK.

1. Cicero— De Senectute and De Amicitia. These serve as an introduction to the philosophy of the times. Grammar review, syntactical drill, and an outline of the productions. Emphasis laid on style and word study.

First semester, 4 hours.

2. Livy— Book 1. The early history of Rome up to the expulsion of the Tarquins. A study of Livy's qualifications as a writer of history, his style, and an inquiry into other sources concerning the founding of Rome and its early history.

Second semester, 4 hours.

3. Horace: Selections from Odes and Epodes, Study of prosody and metrical reading, social, political, and literary history of the Augustan Age. A classification of the various odes is made on the basis of their subject matter.

First quarter, 2 hours.

4. Tacitus— Agricola, Germania, or the Annals. Study of style, syntax, and diction. Political conditions reviewed.

Second Quarter, 2 hours.

5. Terence: the Andria. The relation of Greek to Roman comedy, a brief study of the great comedians, followed by the interesting plot and character study of the Andria. Prosody and syntax reviewed. Special attention to the peculiarities of Terentian usage.

Third quarter, 2 hours.

6. Juvenal: The Satires. Social life of the times, Roman religion and philosophy, Juvenal's purpose in writing. Peculiarities of syntax and style are noted.

Fourth quarter, 2 hours.

7. Private Life and Institutions of the Romans.—(Not offered in 1911-1912.) Completion of academy courses the only prerequisite. Text-book, assigned readings and lectures. Recommended to those expecting to teach Latin.

First semester, 2 hours.

8. Prose Composition.—(Not offered in 1911-12) Course 2 a prerequisite. Intended to prepare students for the teaching of Latin, and required of all who wish recommendations from the department as teachers of Latin.

Second semester, 2 hours.

MATHEMATICS.

PROFESSOR LICHTENWALTER.

In actual life we encounter problems which must be solved. The successful person in solving these situations is the one who has acquired the ability to organize knowledge so as to reach necessary conclusions. One must learn how to make the proper associations of facts in order to succeed in any line of work. The ultimate end in education is to gain the power to think and to do. The facts learned will be useless unless we have the power to correctly perceive the state of affairs and make the proper inferences.

Mathematics is called the science of necessary conclusions. The primary aim in the following courses will be to inculcate logical processes of thought, and to show how these can be used in every branch of learning. The applications to science and the utilitarian value will also receive due attention.

Courses 2 and 3 are required of all students. Those expecting to continue work in science or mathematics should take courses 4 and 5 together with 6 and 7 in the sophomore year. These are required of students wishing recommendation for high school positions in teaching mathematics.

1. Solid Geometry.— Same as course 5a offered in the third year Academy. Three hours college credit will be given to those students not offering it for entrance credits. Required of all such students.

First semester, 4 hours.

2. College Algebra.— A rapid review of elementary algebra, permutations and combinations, complex numbers, theory of equations, determinants, partial fractions, logarithms, inequalities, Horner's method of approximation, probability. Required of all students who do not offer it for admission.

First semester, 4 hours.

3. Plane Trigonometry.— The six trigonometric functions, circular measurement of angles, principal formulae, trigonometric equations, solution of triangles, graphing of functions, theory of logarithms. Required of all students.

Second semester, 3 hours.

4. Analytical Geometry.— The straight line, circle, and loci. Prerequisite, courses 2 and 3.

First semester, 2 hours.

5. Analytical Geometry II. — The parabola, hyperbola, ellipse, loci, and transformation of coordinates
Prerequisite, course 4.

Second semester, 2 hours.

6. Differential Calculus.— Fundamental principles, derivatives, simple applications to geometry and mechanics, maxima and minima, indeterminates, series, expansion of functions. Prerequisites, courses 4 and 5, unless taken simultaneously.

First semester, 3 hours.

7. Integral Calculus.— Integration, definite integrals, applications to lengths, areas, and volumes, partial integration. Prerequisite, course 6.

Second semester, 3 hours.

Note.— Courses 6 and 7 should be taken simultaneously with courses 4 and 5 in sophomore year.

8. Solid Analytical Geometry.— Straight line, plane, and the conicoids. Prerequisite, course 6.

First semester, 3 hours.

9. Advanced Calculus.— Series, partial differentiation, and integration, applications of the calculus to geometry and mechanics, with a study of some of the differential equations most frequently used. Prerequisite, course 7.

Second semester, 3 hours.

10. Spherical Trigonometry — By Appointment. Principal formulae, solution of spherical triangles, applications to navigation and astronomy. Prerequisite, course 3.

One semester, 2 hours.

11. Teaching of Mathematics.— By appointment. A course intended for those preparing to teach mathematics in the grades or High school. The course includes recitations with library work and theses. Text:

Young's "The Teaching of Mathematics", with references. Prerequisites, courses 2 and 3.

One semester, 2 hours.

12. Descriptive Astronomy. — By appointment. A general course in the principles of the science, supplemented by lectures, library reading, stereopticon views, and laboratory work. The laboratory work includes evening observations with the W. D. Mogy and Co's. four inch refracting telescope which belongs to the department.

One semester, 4 hours.

PHILOSOPHY AND PSYCHOLOGY.

PROFESSOR CLEMENT.

PROFESSOR BALDWIN.

1. Psychology.— A Sophomore and normal course. The simple facts and truths of the human mind and its development taught in a simple way. Very helpful to teachers. James's Psychology, Briefer Course, with lectures, discussions and special reports from James's Principles of Psychology, Judd and Angell, Royce, Titchner and Wundt.

First semester, 3 hours.

2. Advanced Psychology.— A general survey of the scope and field of psychology with reference to definite problems. A brief comparison of animal and human behavior. A detailed study of the processes of habit, attention, association, consciousness, etc. Some laboratory experiments introductory to special courses will be given. Lloyd Morgan, Hobbhouse, Titchner, Judd and James's Prin. Vol I and II will be used.

Second semester, 3 hours.

3. Ancient History of Philosophy.— A course in the history of philosophical systems with lectures and discussions as to their values. Text and lectures.

First semester, 3 hours.

4. Modern History of Philosophy.— A study in the theory of thought, and knowledge and of modern philosophy in which an attempt is made to discover the principles which underlie the problems in question, and to find, if possible, a conception of being in which the mind can rest. It is a critical study throughout. Classics by philosophers are used as texts, supplemented by lectures, reference reading and theses.

Second semester, 3 hours.

5. Ethics.— A general investigation of the ethical principles underlying all true individual, social and national development. Dewey and Tuft's Ethics with reference to McKenzie, Wundt, Paulsen, Sedgwick.

First semester, 2 hours.

6. Christian Theism.— A study of the nature and conditions of the Theistic proof, and of the philosophical basis of the conception of the Christian God. Four hours. Lectures, text, discussion.

Second semester, seniors, 4 hours.

7. Principles of Education.— A consideration of the aim, meaning, and content of education as a psychological process, showing the interaction between the individual and the natural and the social environment. A discussion of the informal and unconscious factors, together with the methods of the school room, and the problem of the ethical ideal. Titchener, Primer of Psychology; Bagley, Educative Process, and the books on special methods in the leading subjects with references to Fitch, McMurtry, O'Shea and other approved writers. Three or five hours credit.

Second semester.

A COLLEGE COURSE A STUDY IN PHILOSOPHY.

It is the purpose of a Collegiate course to give the student a proper foundation for his philosophy of life.

In order that he may be given a true conception of reality, it is necessary to put him into touch with those great thinkers who have thought so much of truth. It is especially the mission of the Christian College to show in its true significance the influence of Christ's teachings in the evolution of modern society. The outcome of such a collegiate course is not simply a degree to be attached to one's name, nor yet a state of culture, but a true conception of life and a character in harmony therewith.

POLITICAL ECONOMY, POLITICAL SCIENCE AND SOCIOLOGY.

PROFESSOR CLEMENT.

PROFESSOR BALDWIN.

1. **Economics.**— This course is introductory and acquaints the student in a general way with the terms, problems and schools of economy. Four hours. Lectures, text and reference, Walker, Blackmar, and Hadley.

First semester, normals, 4 hours.

2. **Economics.**— The principles of economic life are studied with constant reference to the economic aspects of legal and political problems and to the development of the United States. Certain topics of applied economics, such as trusts, socialism and tariff, are selected for more extended discussion in the light of these principles. Much of the class-room work takes the form of free, oral discussion. A fundamental aim is to aid the students to think, with accuracy, insight, and sound judgment, for themselves. Seager, Introduction to Economics; Hadley, Economics; Bullock, Selected Readings in Economics, and parallel reading.

First semester, 3 hours.

3. **Economic Problems.**— A brief resume of economic theory and the current economic problems of wages,

currency, banking, corporation, finance. Lectures, assigned reading, reports. Prerequisite Economics. Second semester, 3 hours. Three or five hours credit.

4. Elements of Sociology.— Idea of social law; society and natural environment; original types of mind and character, the capacity for co-operation, the cultural beliefs and the economic, legal and political habits of peoples; early forms of the family; the origins, structures and foundations of the clan, the organization of the tribe, the rise of tribal federations, tribal feudalism, and the conversion of the gentile into a civil plan of social organization; social tasks and functions; social abnormality; the social mind; guidance of the public mind; a general theory of society. In connection with the text-book study of theory, lectures are given on the pre-suppositions and the methods of the scientific study, of society, and students are required to analyze and to classify sociological material of live interest, obtained from newspapers, reviews, and official reports. First semester, 3 hours, three or five hours credit. Not offered 1910-1911.

5. Municipal Government.— Historical sketch of cities in the ancient and mediaeval world; location of cities; the modern city; rapid growth of American cities; plans of cities; city architecture and aesthetics; water supply; drainage, paving, lighting, housing of workers, tenements; the city population and its grouping; slums, settlements; typical city institutions, namely, church, theatre, saloon; municipal government and politics. Second semester, 3 hours. Three to five hours credit.

6. The Science of Government.— Text, Bluntschli's "Theory of the State". References to Wilson, Willoughby, Lowell, Bryce, Wilson, Burgess and others. First semester, 2 hours. Two to four hours credit.

PHILOSOPHY.

1. **Psychology.**— A sophomore and normal course. The simple facts and truths of the human mind and its development taught in a simple way. Very helpful to teachers. James's Psychology, Briefer Course, with lectures, discussions and special reports from James's Principles of Psychology, Ladd.

PHYSICS.

PROFESSOR LICHTENWALTER.

MR. SCHROEDER.

1. **Elementary Physics.**— Mechanics, molecular physics and heat. Three hours recitation, 4 hours laboratory. **First semester.**

2. **Elementary Physics.**— Electricity, magnetism, sound and light. Three hours recitation, 4 hours laboratory. **Second semester.**

Courses 1 and 2 are the courses offered in the fourth year academy. They are required of all student who do not offer them for entrance credits. To such students 5 hours college credit will be given for the year's work.

3a. **General College Physics.**— Mechanics, molecular physics, and heat. This is a general college course giving a basis for advanced work in science or engineering, and showing the place of physical science in the modern world. Recitations and lectures three hours per week. Prerequisites, physics 1 and 2, chemistry 1, and mathematics 3. **First semester, 3 hours.**

4a. **General College Physics.** — Magnetism, electricity, sound and light. Course is a continuation of course 3a. Recitations and lectures three hours per week. Prerequisites are same as for 3a. **Second semester, 3 hours.**

Note. Courses 3a and 4a should be accompanied by

laboratory courses 3b and 4b. These courses should all be taken by students expecting to teach physics in the High school, also those pursuing science or mathematics.

3b. Experimental Physics.— Mechanics, molecular physics, and heat. **First semester, 2 or 3 hours.**

4b. Experimental Physics.— Magnetism, Electricity, sound and light. **Second semester, 2 or 3 hours.**

5. Modern Electrical Theory — A study of the latest progress in physics. Includes the Electron theory, Radioactivity, the Electromagnetic theory of light, and the physical constitution of matter. Lectures, recitations, theses, and library work. Prerequisites, Physics 3a and 4a, and Mathematics 7. **One semester, 3 hours.**

PRE-MEDICAL AND PRE-ENGINEERING.

Aim.— Most of the young people who attend our special institutions to learn a profession are not prepared to do the best they could do. They come from our high schools or common schools thinking that to become a physician or surgeon, civil, mechanical, or electrical engineer, does not require the extended technical work which is necessary for success in such work. Over one-half fail in reaching the desired goal, and about one-half of the remainder just manage to get through and are crippled for rapid advancement because of the lack of thorough preparation. Our course aims to furnish just that element, the good, strong foundation for future work in the great technical schools, and thus secure to each student the success which he covets.

New Department.— McPherson College is abreast of the times. We recognize that it takes technical edu-

cation to prepare the young man or the young woman for success in this day of specialization. In order to meet this growing demand, the college offers two special courses, the Pre-Medical and the Pre-Engineering. The young man can not afford to miss the great opportunities of the age. It is a day of great achievements in trades, sciences, and professions. Innumerable positions are opening every day to those prepared to do the work. These courses offered by McPherson College help to open the door to success. Come and prepare.

DEFICIENCIES AND UNITS OF ADMISSION TO STATE UNIVERSITY ENGINEERING DEPARTMENT.

The candidate may be admitted to the Freshman class, although deficient in some of the requirements as laid down below, provided such deficiency does not exceed three units, and that not more than one unit be in any one required subject.

Applicants for admission are advised to come without deficiencies, and to be especially well prepared in algebra and geometry.

An entrance unit represents five periods a week, of not less than forty minutes each, for thirty-five weeks. A unit in the School of Engineering represents five periods a week for a half year. In making up deficiencies in University classes, one School of Engineering unit is counted as equivalent to one entrance unit.

SUBJECTS FOR ADMISSION.

Fifteen units are required for admission, apportioned as follows:

Required.— Mathematics 1, 2, 3, algebra and plane and solid geometry, three units; English 1, 2, 3, three units; Physics, one unit; Free-hand Drawing, one unit; Foreign Language (may be French or German or Latin,

3 units of one, or 2 units of any one and 1 unit of any other), three units; a total of 11 units required.

Optional.— Latin 1, 2, 3, three units; German 1, 2, 3, three units; French 1, 2, 3, three units; Greek and Roman History, one unit; English History, one unit; American History, one unit; Chemistry, one unit; Higher Algebra and Plane Trigonometry, one unit; Botany, one unit; Zoology, one unit; Economics, one unit; Manual Training, one unit; Physical Geography, one unit; a total of four units optional.

Four units must be chosen from the optional list.

ADMISSION TO ADVANCED STUDIES OF THE STATE UNIVERSITY.

For any advanced rank, the applicant must have completed all of the studies of the course below the rank for which he applies, including the entrance requirements, or their substantial equivalent.

McPherson College in its scientific work is fully prepared to meet the above requirements to admission and to give credits to students for advanced work. More personal work can be given here than in the larger institutions, because our classes are smaller. The standard is just as high, and just as careful and precise work is required of the student as in the State University.

REQUIREMENTS FOR ADMISSION TO KANSAS UNIVERSITY MEDICAL COLLEGE.

When the Medical School was first established, it was considered that the subjects required for entrance to the College of Liberal Arts was sufficient for entrance to the Medical School. The class entering September, 1907, was the last accepted by the University of Kansas on a total of fifteen high-school units. The following year the Freshman year of college work was

required, and now the Freshman and Sophomore years. This is in accordance with the practice of the best schools of the United States. Even with the requirements placed so high, the student of medicine will need practically all of his time for study, and if he must make a portion of his expenses while in school, unless he has unusual ability, more than four years will be required to finish the course.

STUDIES RECOMMENDED IN THE HIGH SCHOOL.

In the high school, the student who wishes to take the medical course is recommended to get three years of Latin, a course in beginning chemistry, and algebra, geometry and trigonometry. For the other requirements he should consult the general catalogue of the University.

STUDIES RECOMMENDED IN THE COLLEGE.

In his first year, first term, he should take beginning chemistry, if he has not had it in high school, or a more advanced course, if he has had this, preferably qualitative analysis. He should also take physics and German, French, or English. In the second term he should continue these subjects. In order to obtain a reading knowledge of German, about twenty hours of work are required, which necessitates the study of German throughout the first two years. A single year spent on German is practically wasted. In order to obtain a reading knowledge of French about ten hours are necessary for the average student, but efficiency is greatly increased if fifteen hours are taken.

During the second year organic chemistry should be studied; German and French, the latter, possibly, only the first term. Comparative anatomy or a course in general biology or zoology, with laboratory work, should be pursued throughout the year. McPherson College is fully prepared to meet the above requirements to the State University. (See Courses.)

Special Course Preparatory to Pre-Medical and Pre-Engineering Courses.

FIRST SEMESTER.		FIRST YEAR	SECOND YEAR	THIRD YEAR
First Quarter		Algebra Kansas History Rhetoric German	Geometry Ancient History German Expression	American Literature German Physics Zoology
Second Quarter		Algebra Civil Government Rhetoric German	Geometry Ancient History German Expression	American Literature German Physics Zoology
Third Quarter		Algebra Descriptive Geography Higher Grammar German	Geometry Botany German English History	English Literature German Physical Geography Physics
Fourth Quarter		Algebra Descriptive Geography Higher Grammar German	Geometry Botany German American History	English Literature German Physical Geography Physics
SECOND SEMESTER.				

Pre-Medical Course.

FIRST SEMESTER		SEC. SEMESTER	
	FRESHMAN YEAR.		SOPHOMORE YEAR.
First Quarter.	Advanced Physiology General Chemistry Rhetoric		Mechanics Qualitative Chemistry Biology Psychology
Second Quarter.	Advanced Physiology General Chemistry Rhetoric		Sound Qualitative Chemistry Biology Psychology
Third Quarter.	Histology General Chemistry American Poets		Light Quantitative Chemistry Biology Psychology
Fourth Quarter.	Histology General Chemistry American Poets		Electrics Quantitative Chemistry Biology Psychology

Pre-Engineering Course.

FIRST SEMESTER	FRESHMAN YEAR		SOPHOMORE YEAR	
	First Quarter.	University Algebra General Chemistry Rhetoric	Mechanics Qualitative Chemistry Psychology	
	Second Quarter.	University Algebra General Chemistry Rhetoric	Sound Qualitative Chemistry Psychology	
	Third Quarter	Trigonometry General Chemistry American Poets	Light Quantitative Chemistry Geology Psychology	
	Fourth Quarter	Trigonometry General Chemistry American Poets	Electrics Quantitative Chemistry Geology Psychology	
SECOND SEMESTER				

THE ACADEMY.**FACULTY.**

JOHN A. CLEMENT, A. M., Ph. D.
President.

H. J. HARNLY, A. M., Ph. D.
Biology and Geology.

S. J. Miller, A. M.
English and German.

O. W. Baldwin, A. M.
History and Education.

E. LEROY CRAIK, A. B., A. M.
Latin and Greek.

J. C. RUSSELL, A. B.
Chemistry and Mathematics.

HOMER O. LICHTENWALTER, A. B.
Physics.

G. E. ROOP, A. B.
Latin and English.

B. S. HAUGH.
Student of Mr. D. A. Clippinger, Chicago.
Vocal Music.

MRS. B. S. HAUGH.
(Columbia College of Expression.)
Expression.

WALTER THOMPSON.
German.

C. F. BARNES.
Assistant in Chemistry.

J. P. SCHROEDER.
Assistant in Biology.

HARVEY NININGER.
Assistant in Physics.

PURPOSE.

The Academy is intended to prepare students for the corresponding courses in the college. For those who are unable to pursue their education further, these courses will serve as the best preparation for practical life.

ADMISSION.

Students may be admitted without examination by presenting a county superintendent's diploma, or an equivalent promotion card to high school, or a certificate to teach. They may also be admitted by examination in such of the common branches as are of special importance in pursuing academic studies.

Students may be admitted to advanced classes on presenting certificates of honorable dismissal from approved schools together with a statement of work done, signed by the proper authority.

DEFICIENCIES.

Students who are not prepared to enter the academic course and those desiring to prepare for examinations will be given instruction in the common school branches.

REQUIRED WORK.

Students in the academy carry four courses of regular study, reciting four times a week. A year's work in one study is counted one unit. Students are entitled to graduate when they have completed 15 units together with one year of Vocal Music.

STUDY.

At the beginning of each semester a schedule card is filled out for each student, giving the studies and the hours for recitation for each day in the week. From this program the student is expected to arrange a study

program which he will follow. A large and well equipped study room is provided in the library.

ORGANIZATIONS.

The Eureka Literary Society is open to students of the academy. The sessions are held each Saturday evening in the College Chapel. No student can afford to miss the mental discipline to be acquired by taking part in these drills.

Students of the Academy are eligible to membership in the Christian organizations of the young men and the young women and to the mission study classes of the college.

The Prohibition League offers an excellent opportunity to become acquainted with the problems involved in the solution of the liquor traffic. An essay contest is held each year to which any student in the Academy is eligible.

During the year 1910-1911 a declamatory and debating contest was held between the city High School and the Academy. Contests of this character will be held in the future.

DIPLOMA.

Students completing the Academy will be granted a diploma, and are required to write a thesis.

COURSES OF STUDY.

MATHEMATICS.

1a. **Elementary Algebra.**— Includes the fundamental operations, factoring, fractions, and the equation. Four hours per week. **First semester, $\frac{1}{2}$ unit credit.**

2a. **Elementary Algebra**— Continuation of Mathematics 1a to quadratic equations. **Second semester, $\frac{1}{2}$ unit credit.**

3a. Plane Geometry.— Second year. Rectilinear figures, the circle, proportion, and similar polygons. Four hours per week. **First semester, $\frac{1}{2}$ unit credit.**

4a. Plane Geometry.— Continuation of course 3a. The areas of polygons, regular polygons and circles, loci, symmetry, variables and limits, and maxima and minima are studied. Four hours per week. **Second semester, $\frac{1}{2}$ unit credit.**

5a. Solid Geometry.— Third year. This course includes lines and planes in space, polyhedrons, cylinders, cones, and spheres. Four hours per week. **First semester, $\frac{1}{2}$ unit credit.**

6a. Algebra.— Third year. Embraces the more difficult phases of the preparatory algebra, such as radicals, quadratics, inequalities, variation, exponents, progressions, logarithms, and series. Four hours per week. **Second semester, $\frac{1}{2}$ unit credit.**

Note.— In year 1911-12, course 4a is given in place of course 5a and course 5a in place of 6a. All others as listed.

BOTANY.

1. Botany.— Elementary Botany. An introduction to plant structures and relations. Ecology and Economic Botany. Regular textbook work, recitations supplemented by lectures. Laboratory work four hours a week. Drawings and notes required, besides a collection and classification of plants. Occasional field trips during the year. **First semester, $\frac{1}{2}$ unit.**

2. Botany.— A continuation of Course 1. **Second semester, $\frac{1}{2}$ unit.**

ENGLISH.

1. English.— A systematic review of Grammar followed by a thorough study of the sentence as a

whole. Daily practice in oral and written themes. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

2. **English.**—Continuation of Course 1. Study of Franklin's Autobiography and Longfellow's Evangeline. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

3. **English.**—The study of the classics, such as Irving's Sketch Book, Lowell's Vision of Sir Launfal, Addison's De Coverly Papers, Eliot's Silas Marner, Scott's Lady of the Lake, Scott's Ivanhoe, Dickens' Christmas Carol. Theme writing and study of the biographies of the authors. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

4. **English.**—A study of the general principles of description, narration, exposition, and argumentation. Theme writing. Study of Shakespeare's Julius Caesar. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

5. **English.**—Study of classics as follows: Coleridge's Ancient Mariner, De Quincey's Revolt of the Tartars, Shakespeare's Merchant of Venice, Tennyson's The Princess, Hawthorne's House of the Seven Gables, Arnold's Sohrab and Rustum, Tennyson's Idylls of the King. Themes. Study of the authors. Four hours a week, **First semester, $\frac{1}{2}$ unit.**

6. **English.**—Carlyle's Essay on Burns, Burke's Speech on Conciliation, Webster's Bunker Hill Oration, Milton's Minor Poems, Shakespeare's Hamlet, Themes. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

GERMAN.

1. **German.**—Grammar Twenty-two lessons of Carruth-Otis's Grammar, with composition exercises, and about fifty pages of Carruth's Reader. **First term, 4 hours.**

2. **German.**—Continuation of Course 1.—German

Reader completed. Other easy reading exercises. A study of the word order and the use of the auxiliary verbs. **Second semester, $\frac{1}{2}$ unit.**

3. German.— Grammar Review and Reading. Review of Grammar directed to the details of government, use of the modal auxiliaries, of the subjunctive, and of word order. Practice in writing German from dictation, at least eighteen exercises. Reading of Zschokke's "Der Zerbrochene Krug" and Heyse's "Die Blinden." **First semester, $\frac{1}{2}$ unit.**

4. German.— Continuation of Course 3. Translation of twenty-five pages of simple English into German. Reading of Sturm's "Immense" and Grimm's "Maerchen", with other readings. **Second semester, $\frac{1}{2}$ unit.**

5. German.— Schiller. "Die Braut von Messina," "Maria Stuart", and "Die Jungfrau von Orleans". A study of Schiller with reference to his position in literature. **First semester, $\frac{1}{2}$ unit.**

6. German.— Lessing's Prose, and Nathan der Weise. **Second semester, $\frac{1}{2}$ unit.**

GREEK.

1. Beginning Greek.— Text, Ball. Mastery of grammatical principles, acquisition of vocabulary, and practice in reading. The relation of the language to the English language is emphasized. **First semester, $\frac{1}{2}$ unit.**

2. Beginning Greek.— Continuation of Course 1. Special emphasis laid on irregular verbs, enlargement of vocabulary, and use of idioms. Preparation for an intelligent reading of the Anabasis. **Second semester, $\frac{1}{2}$ unit.**

Note.— On certain conditions first year Greek may count on college credit.

HISTORY.

1a. Ancient History.— A study of the Oriental nations, Greece and Rome. **First semester, $\frac{1}{2}$ unit.**

2a. Mediaeval and Modern History.— A study of the history of the European countries in Mediaeval times and England in modern times. **Second semester, $\frac{1}{2}$ unit.**

3a. American History.— A careful study of the development of America, Hodder's outline Maps and Channing's Student's History. **First semester, $\frac{1}{2}$ unit.**

LATIN.

1. Beginning Latin.— Bennett's First Year Latin, with references to the grammar by the same author. Both written and oral work. The Roman system of pronunciation is used, and in all written exercises the marking of the syllables is emphasized. A thorough drill in syntax is provided by prose composition at least once a week, Bennett's Latin Writer being a supplementary text. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

2. Beginning Latin.— Continuation of Course 1. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

3. Latin.— Caesar. Text, Bennett. First two books of the Gallic War, with an hour a week in prose composition in Bennett's Latin Composition. Drill on constructions and vocabulary of Caesar. A review of the historical setting, including the life and work of Caesar. The grammar is studied systematically and the principles of Latin syntax are constantly reviewed. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

4. Latin.— Continuation of Course 3. The second two books of Caesar are taken up in a similar way. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

5. Latin.— Cicero. Text, Bennett. The first three orations against Catiline are read. A study of Cicero's

style and diction, an outline of each oration, and a comprehensive analysis of the sociological and political background. Syntactical drill and constant reference to the grammar coupled with prose composition once a week. Four hours a week. **First semester, $\frac{1}{2}$ unit**

6. Latin.— Continuation of Course 5. Reading of the fourth oration against Catiline, the one on the Manilian law, and the Pro Archia. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

7. Latin.— Virgil. Text, Bennett. Three books of the Aeneid are read, and prose composition is assigned once a week. Stress is laid upon the Aeneid as an epic, upon scansion, and upon Roman mythology, Murray being the reference in the last named. Special attention is paid to figures of speech, archaic forms, and the constant intermingling of facts with fiction. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

8. Latin.— Continuation of Course 7. Books IV., V., and VI. are read. The student is expected to be familiar with the literary merit of the production. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

PHYSICS.

1. Elementary Physics— Fourth year. This course acquaints the student with the important phenomena of nature and shows the vital truths found there; also the direct importance of physical science to the modern world. It deals with mechanics, molecular physics, and heat. Text book work with lectures three hours per week. Laboratory work, four hours per week. **First semester, $\frac{1}{2}$ unit.**

2. Elementary Physics— Continuation of course 1. Includes electricity, magnetism, sound, and light. Recitations three hours per week. Laboratory four hours. **Second semester, $\frac{1}{2}$ unit.**

PHYSICAL GEOGRAPHY.

1. Physical Geography.— This course lays the foundation for geological study and calls attention to the forces and activities now affecting the earth's crust — erosion, disintegration of the earth's surface, formation of soils, relation of the physical features and conditions to man. Lectures, recitations, laboratory work and field trips. **Second semester, $\frac{1}{2}$ unit.**

ZOOLOGY.

3. Zoology.— Introduction to animal life. Course the same as Zoology 1 Collegiate. **First semester, $\frac{1}{2}$ unit.**

4. Zoology.— Continuation of Course 3. Course the same as Zoology 2 Collegiate. **Second semester, $\frac{1}{2}$ unit.**

Academic.

FIRST SEMESTER		SECOND SEMESTER	
	FIRST YEAR.		SECOND YEAR
First Quarter	Algebra I English I Ancient History Latin I.		Plane Geometry American History English II. Latin II or German I Vocal Music
Second Quarter.	Algebra English I. Ancient History Latin I		Plane Geometry American History English II. Latin II or German I Vocal Music
Third Quarter	Algebra English I. Mediaeval History Latin I		Plane Geometry Physical Geography English II. Latin II or German I Civics Vocal Music
Fourth Quarter.	Algebra English I. Modern History Latin I		Plane Geometry Physical Geography English II. Latin II or German I Vocal Music

SECOND SEMESTER

FIRST SEMESTER

Academic (Continued).

		Academic (Continued).	
FIRST SEMESTER		THIRD YEAR.	FOURTH YEAR.
	First Quarter.	Botany Solid Geometry Hebrew History Cicero or German II Expression	English III Virgil or German III Greek or Zoology Physics
	Second Quarter	Botany Solid Geometry Hebrew History Cicero or German II Expression	English III Virgil or German III Greek or Zoology Physics
	Third Quarter.	Algebra Life of Christ Cicero or German II Botany	English III Virgil or German III Greek or Zoology Physics
SEC. SEMESTER	Fourth Quarter.	Algebra Life of Christ Cicero or German II Botany	English III Virgil or German III. Greek or Zoology Physics

EDUCATION.

NATURE AND SCOPE.

The department of education is designed for those preparing to teach and also to acquaint those who do not teach with the general field of education. This leads to the degree of Bachelor of Scientific Didactics. This course affords every opportunity to teachers to qualify themselves thoroughly for the highest success in their noble calling. To make teaching not a trade, but a profession, a high calling. We aim to meet competition not by cheapening our goods, but by offering superior advantages to all.

The First Four Years' Work has been arranged parallel, as far as possible, with the Academic course, so that any one who has finished an academy course of equal scope and thoroughness can take up the distinctively professional work and so complete the course the more readily.

ENTRANCE REQUIREMENTS.

Students may be admitted to the first year of the Normal course on completion of the eighth grade work when standing is first class, or on the presentation of a second grade teacher's certificate. Students not holding a high grade diploma will need to do the sub-academic or sub-normal work or pass a satisfactory entrance examination with the instructor. Special emphasis is placed not only upon a thorough knowledge of all the common branches but also upon the ability to teach these successfully by the best and latest methods. Entrance will in all cases be subject to the discretion of the head of the department. Students holding third grade certificates are not admitted unconditionally. Their standing will be determined in accordance with the grades

recorded. Efficiency will always be the criterion for entrance.

STATE CERTIFICATE.

The Normal course as tabulated is approved by the State Board of Education, and graduates who pass a final examination in the following branches: History of Education, Philosophy of Education, School Laws, Methods of Teaching and School Management, receive a certificate valid in any public schools of the state for three years. After teaching successfully at least two years of these three, a life-certificate is issued, superseding all other certificates and examinations.

EDUCATION LIBRARY.

There are between two and three hundred books of pedagogy on the professional branches. These are up-to-date books. The texts used in class are the latest editions of the strongest writers. The library method is used largely in the teaching of the professional branches. Special pains are taken to have the student here get an appreciation, and the significance of the whole movement of education, and to get, further, the value of the education as a study in itself. All the best education magazines are accessible to the student.

THE MODEL SCHOOL.

Those having twenty weeks' teaching experience in the Model School will be granted a three years' certificate by the State Board of Education, without taking under the Board, the examinations on the professional branches. By taking the examinations within the three years and having taught successfully two of the three years, a life certificate may be gotten. The Model School is not a mere practice school or experiment station as is often supposed. It is under the direction of a competently trained lady instructor, who is also

an experienced teacher. Both kindergarten and grade work are thoroughly, neatly and systematically carried out.

OBJECT OF THE COURSE.

It is the object of the department first of all to equip men and women for teaching as a calling. It is also the purpose to give students such a working basis that they can deal not only with present conditions, but with changing and changed conditions. It is our business to give life at its best rather than mere information, believing this education must be dynamic, not static.

DESCRIPTION OF SUBJECTS OF INSTRUCTION.

THE PROFESSIONAL BRANCHES.

The Education course consists of four years of general work in addition to one year of purely professional work.

1. Psychology.— A sophomore and normal course. The simple facts and truths of the human mind and its development taught in a simple way. Very helpful to teachers. James's Psychology, Briefer Course, with lectures, discussions and special reports from James's Principles of Psychology, Royce, Judd and Angell, Titchener and Wundt. Three hours, first semester. Three hours credit.

2. History of Education.— A general introduction to the world's greatest educators and systems of education, and to the development of educational theory and practice. Lectures, text-book study, essays, and reference reading, Monroe's History of Education, Laurie's Pre-Christian Education, Cubberly's Syllabus. First and second semesters, 8 hours.

3. Principles of Education.— A course of lectures

and readings designed to give the student a general knowledge of the problems of education. Such topics as the Culture Epoch Theory, Formal Discipline, Motor Education, and The Social Aspects of Education will be considered. Readings from Bagley, Bolton Dewey, Horne and others. **Second semester, 3 hours.**

4. School Administration.— This course considers the specific problems of class room management, as, programs, courses of study, etc., with a wider view of administrative work, covering the essentials of school law, school financing and comparative study of different state systems. Bagley's Class Room Management is used at the beginning of the course. Dutton & Snedden, Draper, Cubberly and the U. S. Commissioner, will be referred to in the latter portion.

5. Methods.— The essentials of class room technique. The aims, conditioning factors, and methods of procedure of the teaching process. Thorndike's Principles of Teaching, supplemented by the McMurry books and Bagley's Educative Process will be used as points of departure. **Second semester, 3 hours.**

6. Advanced Educational Problems.— An extensive survey of the literature of our own time as found in current books and educational magazines. Lectures on the Psychological Development of the Individual, and upon the relation of sociological principles to educational institutions, with especial emphasis upon moral education. Prerequisite, one course in Psychology and two courses in Education. **First semester, 3 hours.**

7. Advanced Educational Problems.— (Continued). A brief statement of significant problems reflected in the standard educational classics. An examination of present school practices and experiments in elementary, secondary and higher schools. Dearborn's Bulletins and Thorndike's Articles together with other

writings will be supplemented by the instructor, through lectures upon original investigations made. **Second semester, 3 hours.**

ENGLISH.

The same requirements as in the Academic department.

LATIN.

Two years of Latin are required. These courses are identical with those offered in the first two years in the Academy. See outline of course on page 53.

HISTORY.

1. **American History.**— Second year normal and academy. Standard grades from teachers' second grade certificates accepted in lieu of the work. Maclaughlin, Montgomery as texts. Library references. **First semester.**

2. **Kansas History.**— Prentis and Kansas Historical Collections as basis. Nine weeks, first half of second semester.

3. **Civics.**— Common school and eighth grade diplomas not accepted. Hinsdale as text. Nine weeks, second half of second semester.

4. **Ancient History.**— West's text and instructor's outline first semester. Second year normal and academy.

5. **Modern History.**— Some standard text. Emphasis on the facts that furnish background for American History. Nine weeks, first half of second semester.

6. **Modern History.**— Library reading and standard text. Nine weeks. To give teachers a broad view of American history. Second half of second semester.

7. **History of Education.**— (See course 2 under professional branches.)

MATHEMATICS.

1. **Advanced Arithmetic.**—This course open to all graduates of common schools and others who have the elementary arithmetic. A student should have the elementary algebra as a basis, for algebraic principles are used in the solution of many problems, and are presented. A general review of fundamental operations, least common multiple and greatest common divisor, fractions and compound numbers is given first. The important subjects are then thoroughly presented; percent age and its applications, involution, evolution, mensuration and progressions. Time, 9 weeks. **Second semester, 4 hours.**

2. **Teachers' Arithmetic.**—A general review of all the rules and principles is given to prepare students for examinations to secure county certificates. Many problems are worked and principles are fully explained. Time nine weeks. **Fourth quarter, 2 hours.**

3. **High School Algebra.**— Same as outlined under the Academic department course 1.

4. **High School Algebra.**— Same as outlined under the Academic department course 2.

5. **Plane Geometry.**— Same as outlined under the Academic department course 3.

6. **Solid Geometry.**— Same as outlined under the Academic department course 4.

PHYSICAL SCIENCE.

1. **Descriptive Geography.**— Same as outlined under Academic department course 1.

2. **Physical Geography.**— Same as outlined under the Academic department course 2.

3. **Physics.**— Same as outlined under the Academic department course 3.

4. **General Inorganic Chemistry.**— Same as outlined in College department course 1.

5. **Geology.**— Same as outlined in College department course 1.

BIOLOGICAL SCIENCES.

1. **Botany.**— Same as outlined under Academic department course 1.

2. **Zoology.**— Same as outlined under Academic department course 2.

3. **Physiology.**— Same as outlined under College department course 1.

Normal.

FIRST SEMESTER		SECOND SEMESTER	
First Quarter		FIRST YEAR.	SECOND YEAR.
		Algebra English I Descriptive Geography Orthography Latin I	Algebra American History English II. Latin II or German I. Penmanship Vocal Music
Second Quarter.		Algebra English I. Descriptive Geography Orthography Latin I	Algebra American History English II. Latin II or German I. Penmanship Vocal Music
		Algebra English I. H. S. Arithmetic Physiology Latin I.	Geometry Physical Geography English II. Latin II or German I. Penmanship Kansas History
Fourth Quarter.		Algebra English I. H. S. Arithmetic Physiology Latin I.	Geometry Physical Geography English II. Latin II or German I. Penmanship

Normal (Continued).

FIRST SEMESTER		SECOND SEMESTER	
First Quarter.	THIRD YEAR	Second Quarter.	FOURTH YEAR
	Botany Geometry Ancient History Latin III or German II. Expression		English III Political Economy Zoology Physics
	Botany Geometry Ancient History Latin III or German II Expression		English III Political Economy Zoology Physics
	Geometry Modern History Latin III or German II Botany		English III. Drawing and Book Keeping Zoology Physics
Fourth Quarter.	Geometry Modern History Cicero or German II Botany		English III Word Analysis Zoology Physics

Normal (Concluded).

FIRST SEMESTER		SEC. SEMESTER	
First Quarter.	FIFTH YEAR	Advanced Physiology General Chemistry History of Education Psychology	<p>NOTE:—First Class grades in common branches of First Year Normal will be accepted from second grade certificates. Or competent students may, on entering, take special examination and receive credit on first year common branches when grade is 90 or above. Eighty points are necessary to finish the course; vocal music gives one point, penmanship one, practice teaching (twenty weeks) one.</p>
		Advanced Physiology General Chemistry History of Education Pyschology	
Second Quarter.		Advanced Physiology Geology Philosophy of Education School Administration	
Third Quarter.		Advanced Physiology Geology Philosophy of Education School Administration	
Fourth Quarter.		Advanced Physiology Geology Philosophy of Education School Administration	

EXPRESSION.

MRS. B. S. HAUGH.

(Graduate of Columbia College of Expression, Chicago.)

Impression is but one half of education, the other half is expression.

Expression employs the entire man, and hence tends to give a rounded development of body, mind and spirit.

The highest aim for the individual is to realize possibilities and overcome hindrances, help him to reach out and be of greatest good to the greatest number.

The method of teaching Expression is based upon psychological principles.

The student is taught to receive impressions from the written page, life and nature, to think, feel and express these thoughts and emotions easily and naturally through his own individuality.

VOICE.

The voice is the most beautiful and most wonderful of all musical instruments, and the finest avenue of human expression. It is the aim to cultivate correct breathing and produce strong, pure, flexible and impressionable voices that every shade of thought and feeling may be expressed easily and spontaneously.

BODILY EXPRESSION.

Bodily expression is expression of the thoughts, sensations, emotions, purposes and desire of mankind through action of the muscles. We aim to produce purer harmony of soul and body in expression and a closer adjustment of form to content.

LITERARY INTERPRETATION

An interpretative study of prose and poetry from the best authors with a view to reach the depth of

the poems and to master forms of verse and tone-color.

CONVERSATION.

“This is not a gift of nature, but of education.” Attention will be given to matter and manner of conversation, to the end that we cultivate a pleasing personality, and an ease in giving to others the best that is in us.

ART HISTORY.

A short course to help acquaint us with some of the great masters of painting and their works, to broaden the vision and give general culture, to find the analogy between their art and the art of Bodily and Vocal Expression.

HYMN READING.

The study of Hymnology has been a most fascinating one. Never, perhaps, was greater interest taken than today. World-famous hymns will be studied relative to their origin, thought, spirit, purpose and expression, to the end that they may be fully appreciated, may enrich the life of the individual, and may be used to “touch the hearts of men and bring them back to heaven again.”

BIBLE READING.

“The letter killeth but the spirit giveth life.”—II. Cor. 3: 6. The opportunities for usefulness that come through Bible reading have scarcely been used. Attention will be given to this branch as help to ministers and all Christian workers to present the Word of God as a living message, and thus increase the effectiveness of their services, that the hearts of men may be led to respond to its message.

COURSE IN EXPRESSION.—Two Years.**JUNIOR YEAR.**

First Quarter.—Fundamental Principles, Expression, Voice Culture, Bodily Expression, Life Study, English, Physical Culture.

Second Quarter.—Fundamental principles, Expression, Voice, Bodily Expression, Impersonation, English, Physical Culture.

Third Quarter.—Expression, Literary Interpretation, Repertoire, Voice Culture, Bodily Expression, Grammar, Objective Drama, Physical Culture.

Fourth Quarter. Expression, Literary Interpretation, Repertoire, Voice Culture, Bodily Expression, English, Grammar, Physical Culture, Conversation, Objective Drama, Chapel Recitals.

SENIOR YEAR.

First Quarter.—Literary Interpretation, Expression, Art History, Repertoire, Voice Culture, Bodily Expression, Rhetoric, English Literature, Physical Culture, Classical Drama, Chapel Recitals.

Second Quarter.—Literary Interpretation, Expression, Art History, Voice Culture, Bodily Expression, Rhetoric, English, Classical Drama, Repertoire, Physical Culture, Chapel Recitals.

Third Quarter.—Oratory, Repertoire, Voice Culture, Bodily Expression, Bible and Hymn Reading, English, Physical Culture, Extemporaneous Speaking, Chapel Recitals.

Fourth Quarter.—Oratory, Practice teaching, Voice Culture, Bodily Expression, Bible and Hymn Reading, English, Physical Culture, Repertoire, Public Recitals.

RATES FOR SPECIAL AND PRIVATE LESSONS.

One special class, per term	\$ 6.00
Two classes, per year	40.00
Private lessons, for ten consecutive lessons,	6.00
Single lessons, .....	.75

MUSIC.**PIANO SCHOOL.**

F G MUIR, DIRECTOR.

Student of Oberlin Conservatory, Graduate of American Conservatory, Chicago, (in Piano, Voice and Harmony).

It is the aim of this department to be closely in touch with the most enlightened methods of instruction, to impart style and finish, poetical interpretation, rather than to waste many years under mere mechanical drudge. Our pupils do not belong to the "hammer and tong school"—producing sound and fury, signifying nothing, but the school of artistic interpretation and discrimination. Pupils are not burdened with a multiplicity of useless etudes. Much time and expense may thus be saved and far better results attained.

Selections are made only from the subjoined list of studies.

The course of study is divided into Preparatory, Normal, and Collegiate.

PREPARATORY. (Grades I. and II.)**GRADE I.**

Elements of piano playing, including Notation, Rythm, Touch, Accent, Fingering, etc. Special attention is given to beginners and the kindergarten method.

Studies.— E. D. Wagner, Gurlit, op. 117, Satorio, Book I, Kroeger op. 38, Adams and Gaynor.

Compositions.— Lichner Biederman, Webb, Schmoll Rhode and others.

GRADE II.

Studies.— Duvernoy op. 176, "Select Studies from Czerney" Book I, Satorio, Book II, Burg Muller, op. 100, Leschorn (easy studies) op. 65m Gurlit op. 141. Major and minor Scales. Four notes to the count at 120, M. M.

Compositions.— From Lange, Oesten, Kroeger, Kullau, Concone, Rheinhold. Easy sonatinas from Clementi, Reinecke, and others.

NORMAL. (Grades III., IV. and V.)

GRADE III.

Studies.— Heller op. 45, 46, 47; Czerney Etudes, Lemoine op. 37. Satorio Book III. Krause Trill Studies op. 2, Scales and Arpeggios.

Compositions.— Wilm, Bohm, Durand, Lange, Gade, Bethoven op. 33.

GRADE IV.

Studies.— Heller op. 16. (Art of Phrasing) Bach, Little Preludes, Satorio Book IV., Kroeger Left Hand Studies, Jensen op. 32. Technic in various forms of major and minor scales, and arpeggios.

Compositions.— Goddard, Grieg, Field, Lange, Rubenstein, Shubert, and Chopin.

GRADE V.

Studies.— Bach, Two part Inventions, Etudes from Cramer, Czerney.

Compositions from MacDowell, Goddard, Grieg, Bebdel, Chaminade, Chopin, Liszt, Rheinberger, Paderewski. Technic in scales and arpeggios at 144, M. M. Four notes to the count. History, and one year's

study of Harmony included. A Teacher's Certificate will be given to those who finish this grade.

COLLEGIATE. (Grades V. and VI.)

Studies.— Moschles op. 70, Kulak Octave Studies, Bach's Three part inventions. Technics from Plaide and Pischna. This includes all those whose technic is above 144, M. M. four notes to the count. History, Musical Analysis, and Harmony completed in this course.

Compositions from Moszkowski, Weber, Brahm, Liszt, Chopin, Including Concertos and the best of Chamber Music.

A Diploma is awarded to those who have completed the full Collegiate Course.

All students of this department are urged to learn the elements of vocal music and to become members of the Orpheus Musical Society, at which pupils may perform such pieces as may be assigned by the teacher for the purpose of giving self control in public appearance.

Pupils will not play in public without rehearsal and permission from the teacher.

EXPENSES.

Preparatory, Two lessons per week	\$ 12.50
Intermediate, Two lessons per week	15.00
Advanced, Two lessons per week	17.00
Rent of piano, per term, from	2.00 to 3.00
Terms in advance, No deduction for absence.	

VOCAL SCHOOL.

B. S. HAUGH.

(Student of Mr. D. A. Clippinger, Chicago.)

The art of Vocal Music is not only one of the most beautiful of accomplishments, one of the solid helpful agents in developing a broader mental culture, one of

the rare, stirring, uplifting influences to the imagination, the heart, and the life, but it is a language of the soul, capable of expressing its deepest, purest strongest emotions.

To sing most effectively one must produce a full, round, mellow, resonant, sympathetic quality of tone. His tone concept or musical taste and his musicianship should be developed to the highest possible perfection of which the individual is capable. He should increase his power to think, to feel, and to express his emotions.

For these purposes two courses are offered: the Normal Course and the individual instruction in Voice Culture.

The Normal Course is designed to give the student a substantial knowledge of the principles and materials of music;

To give practice in the elements of Notation, Sight reading, Eartraining, Conducting, and Ensemble singing;

To meet the growing demand for musicians with good singing voices, with ability to read or to teach music in the public schools and singing classes, or to lead successfully congregational singing in Church, Sunday School, or Evangelistic work.

OUTLINE OF NORMAL COURSE.

JUNIOR YEAR.

First Quarter.— B Notation (3 hours a week.) Rudiments. One, two, and four part Exercises. Transposition in sharps, keys and sharps. Ear Training (2 hours a week.) Major Scale, Intervals, Rhythm.

Second Quarter.— B Notation (3 hours a week.) Part songs, quartets. Transposition in flats, keys in flats. Ear training (2 hours a week.) Intervals. Scale runs, relation of tones in the key.

Third Quarter.— B Notation (3 hours a week.) Chromatic tones, Modulations, Part Songs, Choruses, Quartet Directing. Ear Training (2 hours a week.) Chromatic scale, Intervals, Chords.

Fourth Quarter.— B Notation (3 hours a week.) Transposition in Minor. Minor Keys in Sharps and Flats, Chorus, Solos, Quartets, Directing. Ear Training (2 hours a week.) Chords, Minor Scales, Harmony, Hymn Analysis.

SENIOR YEAR.

First Quarter.— A Chorus (3 hours a week.) Major and Minor Keys. Glees, Anthems, Sight Reading, Directing, Public Recitals, Ear Training and Harmony (2 hours a week.) Choral Analysis. (Chadwick's Harmony) History of Music.

Second Quarter.— A Chorus. (3 hours a week.) General choruses, Madrigals, Anthems, one public Concert, Ear Training and Harmony. (2 hours a week.) Choral Analysis. (Chadwick.) History.

Third Quarter.— A Chorus. (3 hours a week.) General Choruses, Cantata, Public Directing, Practice Teaching. Ear Training and Harmony. (2 hours a week.) Analysis of Choral or Oratoria, Composition, Hymn Reading.

Fourth Quarter.— A Chorus. (3 hours a week.) Cantata, Oratorio or Opera, Public Directing, Practice teaching, One Public Concert. Ear Training and Harmony. (2 hours a week.) Analysis, Counterpoint, Composition, Hymnology.

In addition to the course outlined there will be required: One semester of Expression, one semester of Bible, one year of English, two years of Voice Culture, one year of Piano.

The course in Voice Culture will include Breath Management, Relaxation, Placing, Intonation, Attack, Legato, Sustenuto, Enunciation, Accent, Rhythm, Phrasing and Interpretation of songs and Arias from the best composers.

Also studies from "Systematic Voice Training" by D. A. Clippinger, Sieber, Concone, Lutgen, Marchesi and others.

CERTIFICATE AND DIPLOMA.

A certificate will be given to those completing the Normal Course. A diploma will be awarded to those having completed the full Vocal Course.

TIME.

It will require at least one year after finishing the Normal Course to finish the full Vocal Course, but that will be decided in each case upon the merits of the individual.

TUITION.

Voice Culture,	\$17.00
Ear Training (in classes of six to ten) per quarter ..	5.00
A Chorus Class, per quarter	2.00
Single lessons, each.....	1.00

All tuition in advance. Lessons will be altered in case of sickness, otherwise no deduction for absence.

THE BIBLE SCHOOL.

FACULTY.

J. A. CLEMENT, PH. D.
President.

*E. FRANTZ, A. M.
Hebrew, Bible and Theism.

ELDER J. J. YODER.
Bible and Theism.

S. J. MILLER, A. M.
English.

E. LEROY CRAIK, A. B.
Greek.

G. E. ROOP, A. B.
English.

E. M. STUDEBAKER.
Bible.

*On Leave of Absence.

NATURE AND SCOPE.

COURSES AND ENTRANCE CONDITIONS.

Two courses of study are offered in this department, the academic and the collegiate. The academic course requires one year of study and is open to all who desire a better knowledge of the Bible, without regard to previous educational attainments. It includes the four subjects which are most fundamental in Bible study, the Life and Teaching of Christ, the Life and Epistles of Paul, Old Testament History, Old Testament Prophecy, and also a limited number of literary subjects which are especially helpful to a proper understanding of the English Bible. Other subjects than those given in the tabulated course may be substituted to meet individual requirements.

The collegiate course extends through three years. The work of this course is of a more advanced character, and is open only to students of collegiate rank. Not all of this course is offered in any one year, and students intending to take this work should write for more definite information concerning the subjects to be offered in a given year. Credit is allowed on the regular college course for a limited amount of collegiate Bible work. This arrangement is much appreciated by students who wish to include some Biblical and theological training in their education and have not the time for a full course in addition to their regular Arts course.

PURPOSE AND SPIRIT.

In both of these courses the effort is to lead the student into the deepest and truest acquaintance with the Bible of which he is capable. The ultimate object, of course, is the enrichment of the student's own spiritual experience, and his equipment and inspiration for the most efficient Christian service. The immediate purpose is to understand the message which God has given to mankind in the Holy Scripture. The Bible itself is the subject of study rather than books which men have written about it. The point of view is practical rather than speculative, and the whole work is animated by the deep desire to know the Bible just as it is and to extend that knowledge to others.

THE MEN.

The Bible department will be fuller this year than ever before, and it is the purpose to make it as strong as any of the other departments. Prof. E. Frantz is still off on leave of absence. Elder J. J. Yoder will have charge of the Collegiate Department. He is a man of long practical experience and is successful as a teacher. Prof. E. M. Studebaker comes back to the Col-

lege with strong development. He spent three years at Bethany Bible school since dropping his studies with us. The past year he spent in the field as a Bible teacher and in evangelistic work. Everywhere he is spoken of in terms of the highest praise. He will have charge of the Academic Bible work.

GRADUATION.

A certificate will be awarded to those students who complete the academic course. Students who complete the collegiate course and present a satisfactory thesis upon some Biblical subject will receive the degree Bachelor of Sacred Literature.

EXPENSES.

The tuition in the Bible Department is the same as in the regular literary courses.

The expense for the text books cannot be definitely stated, but as the Bible is the principal text book, this item is small.

For cost of tuition in the literary department, and of board and room, see table of expenses.

SUBJECTS OF INSTRUCTION.

Old Testament History.—This covers the entire ground of events described in the Old Testament from the Creation to the times of Ezra and Nehemiah, about 445 B. C. A firm grasp of the Biblical History is fundamental to all further Bible study.

Bible Geography.—The omission of this subject from the schedule does not indicate any lack of attention to it. The geography is carefully studied in all the historical courses. Indeed the only proper way to study the Biblical history and geography is to study them together.

History of New Testament Times.—The political, social and religious fortunes of the Jewish people from the close of Old Testament history to the destruction of Jerusalem in 70 A. D., with special attention to the Messianic hope of the Jews, and the religious conditions in which Jesus and the Apostles lived and worked. The historical background of the New Testament.

Life of Christ.— A thorough study of the events of the life of Jesus in chronological order. The transcendent importance of these events is well worth the efforts required to fix them firmly in memory.

Teaching of Jesus.— This might be called the “Inner Life of Christ.” It is an examination of the teachings of Jesus as contained in His discourses and scattered sayings, particularly in the sermon on the mount and in the parables.

Book of Acts and Apostolic Age.— An introductory treatment of the book of Acts and a historical study of the Apostolic Age, the period from the ascension of Jesus to the death of the Apostle John about 100 A. D.

Life and Epistles of Paul. — The work of Paul, in its relation to Christianity, stands next to that of Jesus Himself. This course includes a thorough study of the life and labors of the great apostle, and also the historical setting and contents of each of the Pauline epistles.

The General Epistles.— A study of the occasion, purpose, theme and contents of each of the general epistles of the New Testament.

Homiletics and Pastoral Duties.— This is designed to furnish suggestions and help to ministers in the preparation and delivery of sermons, as well as in

the performance of the numerous other duties belonging to their sacred office.

History of the English Bible.— This is the story of the manuscripts and versions, how the sacred documents were brought together and preserved and at last given to us in the convenient form which we now have them.

Old Testament Laws and Institutions.— An introduction to the legal books of the Old Testament, and a classification and systematic study of its laws and institutions.

Old Testament Wisdom Literature.— This is a name applied to the books of Job, Proverbs, Ecclesiastes, Song of Solomon and portions of other Old Testament books. The study of these much neglected books is very profitable and especially interesting.

The Psalms.— This is a study of the origin, growth and use of the Psalter, and an exegetical study of selected Psalms.

Old Testament Prophecy.—Next to the most essential historical facts, there is no more important Old Testament subject than this. The work includes a study, in chronological order, of the historical background and contents of the prophetic books, the nature of the prophetic office, the development of prophetic teaching, Messianic prophecy and its relation to New Testament fulfillment.

Church History.— This is a study of the history of Christianity from the Apostolic Age to the present time. Special attention is given to the Ante-Nicene periods, the Reformation, and the history of the Brethren church.

Apologetics.— An examination of the evidence for

believing that the Bible is a revelation from God, and the Christian religion of divine origin.

Ethics.— The science of human duty. A study of the principles that underlie moral obligations, and of the nature of those obligations.

Christian Doctrine.—A systematic study of the fundamental doctrines of the Christian religion.

Exegesis.— This is the thorough, critical study of any portion of Scripture. Its object is to discover, not what the passage under consideration might be made to mean, but what the writer actually did mean. The work includes a study of the principles of interpretation, and the application of these principles to select passages in both the Old and New Testaments.

The Biblical Languages.— Every Bible teacher should desire to read his Bible, if possible, in the languages in which it was written. The added satisfaction and clearness of thought which comes from the ability to do this, is well worth the time and labor involved. Especially is this true in respect to the New Testament, and even in the case of the Old Testament it is desirable to have at least a sufficient knowledge of Hebrew to enable one to use critical commentaries intelligently.

The Greek New Testament.— After a sufficient knowledge of the language has been gained, the work in the Greek New Testament includes, (1) Translation and Rapid Interpretation, (2) Critical Study of Selected Portions, (3) Textual Criticism.

The Hebrew Old Testament.— This work is similar to that in the Greek New Testament, the critical study including also a comparison of the Hebrew text with that of the Septuagint and other ancient versions.

Elective Studies.—The tabulated courses are intended to indicate, in general, the character and amount of the work embraced in them. It is not expected that the courses of all students will conform exactly to this schedule. The field of Biblical knowledge is so vast that even in the three years' course, selections must be made from a large number of important subjects. Other subjects than those mentioned of equivalent extent and value, will be offered from time to time. While certain subjects will be regarded as fundamental, reasonable liberty of electing subjects will be granted.

The Students' Volunteer Mission Band conducts weekly classes in the study of missions. Other special classes in Methods of Christian Work, Sunday School Problems, and various subjects are frequently formed. For all this work due credit is given in the Bible Courses.

Local Bible Institutes are conducted in communities desiring them whenever arrangements can be made to do so.

Three courses will be offered in the Academic department and two in the Collegiate department throughout the year 1911-1912.

Collegiate Bible Course.

FIRST SEMESTER		SECOND YEAR		THIRD YEAR	
First Quarter	O. T. History Life of Christ Church History Greek Language	Book of Acts and Apostolic Age O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective		
Second Quarter	O. T. History Life of Christ Church History Greek Language	Life and Epistles of Paul O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective		
Third Quarter	History of N. T. Times Teaching of Jesus Church History Greek Language	Life and Epistles of Paul O. T. Wisdom Literature Critical Study in Greek N. T. Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective		
Fourth Quarter	History of English Bible Homiletics and Pastoral Duties Church History Greek Language	General Epistles The Psalms N. T. Textual Criticism Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective		
SEC. SEMESTER					

Academic Bible Course.

FIRST SEMESTER		SECOND SEMESTER	
First Quarter	<p>Old Testament History The Life and Epistles of Paul Preparatory Rhetoric American Literature</p>		
Second Quarter	<p>Old Testament History The Life and Epistles of Paul Preparatory Rhetoric American Literature</p>		
Third Quarter	<p>Old Testament Prophecy The Life and Work of Christ Higher English Grammar Expression</p>		
Fourth Quarter	<p>Old Testament Prophecy The Life and Work of Christ Higher English Grammar Expression</p>		

COMMERCIAL.

BETTER PREPARATION FOR BUSINESS IS AFFORDED AT McPHERSON COLLEGE.

For more than thirty years we have been instructing young people of both sexes in these important branches: Bookkeeping, Penmanship, Arithmetic, Commercial Law, Shorthand, Typewriting, Spelling, English, Letter Writing, etc. These are the essentials and should precede all higher branches. They prepare young people to earn a living,—the first consideration. But after these a higher and broader training is desirable, to develop and strengthen the mental power, and enlarge the intellectual vision of those who are contemplating business life.

BUSINESS REQUIRES AS THOROUGH AN EDUCATION AS THE LEARNED PROFESSIONS.

A prominent judge of Chicago recently declared that "ten per cent of the lawyers did ninety per cent of the business." So is it with the other professions.

In order to succeed in business a young person must have a better education than was necessary ten years ago, and ten years hence a still better preparation than now will be required.

Hence we are prepared to offer to the young a course of practical education suited to the requirements of today.

We have provided a course in

HIGHER COMMERCIAL EDUCATION.

After completing the ordinary commercial course we have provided a year of advanced work in which the student receives a broad and extensive insight into the affairs of the business world. This course is designed to fit the student for the position as manager of a business.

COMMERCIAL GEOGRAPHY.

A study of trade centers; routes of commerce by sea and land; chief manufacturing industries, etc.

HIGHER ACCOUNTING.

Advanced work in bookkeeping, such as expert accounting, labor saving methods, auditing, banks, railroads and other corporation accounting. Actual practice in teaching two semesters.

POLITICAL ECONOMY.

A study of the laws governing wages, prices and interest, system of taxation, influence of legislation, tariff, free trade, trusts, and a host of other important items influencing commercial development.

CIVIL GOVERNMENT.

A study of our systems of national, state and municipal governments, as embodied in their legislative, judicial and executive departments; duties and obligations of citizenship.

PARLIAMENTARY LAW.

Drills, how to call a meeting, organize, conduct public meetings. A very important course for any business man.

COMMERCE AND FINANCE.

History of Banking, Clearing house, transportations
Tuition in this course same as regular tuition. Those completing this course will receive the degree Master of Accounts.

Diploma fee, \$5.00.

BOOK-KEEPING.

In this department, the science of accounts is

treated in a logical manner. The student is thoroughly drilled in the correct and practical use of all the various books used in business.

Transaction and books are varied in accordance with the business in which the student is engaged. This fully prepares him to enter successfully upon the work of the business department, or to take a position as assistant bookkeeper or bill clerk.

BUSINESS DEPARTMENT.

The students are themselves obliged to make the transactions, keep the books, and do all the work in the Business Practice.

The methods used in this work are entirely practical, and of the same nature as the duties actually performed by the bookkeeper, or business manager in a business house.

All the work of the business practice is directed daily by the inspector. The student is supplied with all kinds of commercial blanks, of the same form and style as those used in first-class houses.

Among those of the sets designed to illustrate practical bookkeeping are:

1. **Retail.**— This is especially adapted for the use of grocers, shop keepers, etc.

2. **Retail Coal Business.**— This illustrates a system of bookkeeping especially adapted to the retail coal business, and in most respects, to any business where a Weigh-Book is required.

3. **Produce Commission Business.**— The books required in a produce commission house differ, in form and number, from those in a commission business devoted to the handling of manufactured products, where the sales are made to jobbing trade.

Then we have the Installment House and State Agencies, Joint Stock Companies, etc.

We teach every form of account from that of a two column day book to a sixteen column exercise book.

BUSINESS FORMS.

Students in this institution learn to draw correctly every kind of paper which they have occasion to use in business.

BANKING.

First National College Bank.

Our system of banking is the one most generally used by all leading Eastern banks.

DIPLOMA.

Those who complete the prescribed course in a satisfactory manner are awarded an elegant diploma made by our penman.

To be the possessor of a diploma from an Institution of such eminent standing as McPherson College is not only an unquestioned endorsement, but a token of honor which every young lady and gentleman should strive to obtain.

BUSINESS LETTER WRITING.

The essential points in a business letter are subject matter, expression and mechanical appearance.

The object of instruction in this branch is to familiarize the student with good English forms of expression and with language peculiar to business transactions.

COMMERCIAL LAW.

The young man who is about to engage in business should consider what is necessary to success.

President Garfield said: "Men succeed because

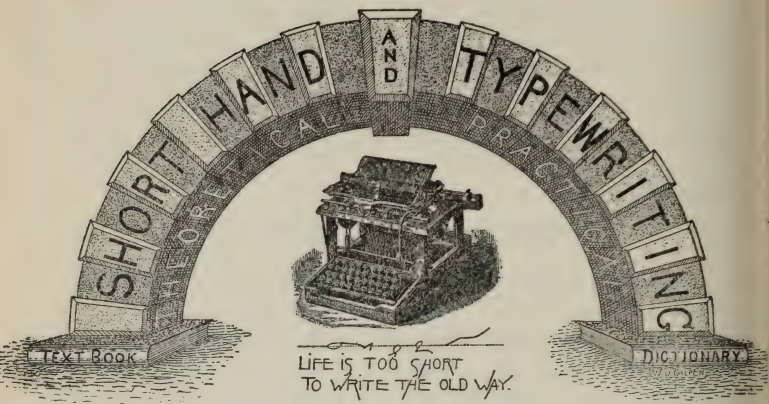
they deserve success. Their results are worked out; they do not come to hand ready made. Poets may be born; but success is made."

We labor to equip our students thoroughly for the battle of life by spending sufficient time to explain the laws and customs they are certain to face in after years.

COMMERCIAL ARITHMETIC.

The first element of a business education is the ability to calculate. The best compendium of commercial arithmetic now before the public is the principal text book we use on the subject. It contains useful hints, showing short methods, quick results, and all manner of calculations involving the use of United States Money, Commission, Brokerage, Discount, Loss and Gain, Percentage, etc.

The latest and best methods of computing interest are used, to prepare the student as an expert calculator.



GREGG SHORTHAND.

Is today taught in more public and private schools than any other three systems combined; it is equipping the stenographers of today to cope successfully with the ever increasing demands put upon them by modern business and professional needs.

BECAUSE— Gregg Shorthand requires no useless study, writers of it are able to outdistance writers of other systems in point of time in learning and practical results accomplished.

BECAUSE— Achievements of today, not deeds of the past, have awakened enthusiasm in young men seeking reportorial skill. Mr. Raymond P. Kelley, a writer of Gregg shorthand, attained a speed of 235 words a minute in a public test. Mr. Kelley is a mere stripling in shorthand experience—a young man 22 years old—and his record is the highest ever achieved by any one so young.

BECAUSE— Of the wonderful capabilities of Gregg shorthand for the highest class of reporting, it is receiving such endorsements as these:

COURT REPORTING.

"I have been using Gregg Shorthand in my official capacity as reporter of the several courts of Venengo county, Pennsylvania, for almost three years. The system is amply equal to the demands of my office, and I have no hesitation in recommending it. I am able to do all that Pitmanic writers are, and can read my notes more readily than any writer of other systems I have known."—H. B. Bennett, Franklin, Pa., Official Reporter, Twenty-eight Judicial District of Pennsylvania.

MEDICAL REPORTING.

Extracts from a letter from Dr. Wilson A. Smith, recording secretary, American Institute of Homeopathy in regard to work of a Gregg writer— 22 years of age—as reporter of a medical convention:

"This was Mr. Niklaus' first attempt, and while I will not say that he did any better than the other three—one had twenty years' experience in this line, one had many years' experience, and another had been doing medical reporting for several years—yet I can truthfully say he was exceeded by none. His transcript was of such a high character that of all returned, his had the fewest corrections. When you take into consideration that a good convention reporter should have at least ten years' experience in old line shorthand to undertake convention work of this kind, then recall the fact that Mr. Niklaus had but five years' experience altogether, that it was his first attempt and that he had no knowledge of medicine, I have no hesitation in affirming that there is but one system of shorthand which meets the difficulties of technical reporting and that one is GREGG SHORTHAND."

These are some of the reasons why Gregg shorthand is used by the best schools in America today—the schools that are equipping young men and women, not to do business at the "old stand" but at the new one, where skill and speed and accuracy are indispensable.

There are other reasons which we should like to submit for your consideration. A postal will bring full particulars.

TYPEWRITING.

As no stenographer's education is considered complete without a knowledge of typewriting, it is taught in connection with the shorthand, each student being given at least two hours' practice per day.

Students in this department are taught correct fingering, touch and the proper care of the machine.

SHORTHAND AND BOOK-KEEPING.

The call for assistance in Business and Professional offices is for a combination of Bookkeeping and Shorthand. One who understands these two branches will not only secure employment more rapidly, but will command a better salary.

STUDENT REGISTER, 1910-11.

COLLEGIATE.

POST GRADUATE.

Craik, E. LeRoy, McPherson, Kan.

SENIOR.

Beyer, L. J. Little River, Kan.

Colline, Bertha McPherson, Kan.

Litchenwalter, Homer O. McPherson, Kan.

Russel, Jouette C. Canton, Kan.

Vaiman, Ernest D. McPherson, Kan.

JUNIOR.

Arnold, S. Ira Leeton, Mo.

Beyer, Adolph Inman, Kan.

Brubaker, H. M. Conway, Kan.

Barnes, C. F. Harper, Kan.

Claassen, P. W. Hillsboro, Kan.

Detter, Edna McPherson, Kan.

Dotzour, Grover C. Kingman, Kan.

Flory, Raymond C. McPherson, Kan.

Sandy, Chas. H. McPherson, Kan.

Sawyer, Mary McPherson, Kan.

Steele, D. C. McPherson, Kan.

Studebaker, M. M. Mont Ida, Kan.

Thompson, Walter McPherson, Kan.

Trostle, Evelyn McPherson, Kan.

SOPHOMORE.

Benell, Bessie McPherson, Kan.

Dudte, Margaret Walton, Kan.

Hollinger, H. T. McPherson, Kan.

Horner, R. H. Ottawa, Kan.

Jacobs, Jessie McPherson, Kan.

Jackson, Maude McPherson, Kan.

Kuns, Vada	McPherson, Kan.
Royer, W. D.	Newton, Kan.
Simes, Earl	McPherson, Kan.
Wynn, Geo.	Marquette, Kan.

FRESHMAN.

Baldwin, J. W.	McPherson, Kan.
Berg, Rhea	McPherson, Kan.
Brubaker, C. F.	McPherson, Kan.
Buckman, Elsie	Conway, Kan.
Carlson, D. E.	McPherson, Kan.
Deeter, J. W.	Minot, N. D.
Dresher, O. S.	McPherson, Kan.
Fasnacht, Ruth	McPherson, Kan.
Hoffert, A. T.	Carleton, Nebr.
Hope, Nannie	McPherson, Kan.
Jacobs, Sara	McPherson, Kan.
Kerr, P. H.	Galva, Kan.
Lichtenwalter, Nettie	Columbus, Kan.
Lundeen, David	McPherson, Kan.
Nash, Alice	McPherson, Kan.
Neff, Dithe	McPherson, Kan.
Price, Edna	McPherson, Kan.
Seidel, P. W.	McPherson, Kan.
Vaughn, Oren	McPherson, Kan.
Young, Clay	McPherson, Kan.

NORMAL.**SENIOR.**

Elam, E. M.	Anthony, Kan.
Hope, Nannie	McPherson, Kan.
Kerr, Procter H.	Kansas City, Mo.
Lichtenwalter, Annetta	Columbus, Kan.

ACADEMY.**SENIOR.**

Breon, Guy L.	McPherson, Kan.
--------------------	-----------------

Dierdorf, Elva	Surrey, N. D.
Hildebrand, Myrta	Mound City, Mo.
John, G. M.	McPherson, Kan.
Lentz, Roscoe V.	Kansas City, Mo.
Nininger, H. H.	Guthrie, Okla.
Stump, Alice	Miami, Texas.
Stump, Effel	Miami, Texas.
Stump, Levi A.	Miami, Texas.
Thompson, Blanche	Mitchell, Kan.

JUNIOR.

Ball, Elmer.....	McPherson, Kan.
Brubaker, Monta	Lyons, Kan.
Caldwell, Lee	Moundridge, Kan.
Cripe, Eunice	McPherson, Kan.
Daggett, Martha	Covert, Kan.
Delp, Addie	New Murdock, Kan.
Guy, Clea	McPherson, Kan.
Harnly, Paul W.	McPherson, Kan.
Lucas, C. R.	Johnson, Kan.
Miller, Jesse R.	St. John, Kan.
Mohler, Frank E.	Leeton, Mo.
Muir, Gladdys	McPherson, Kan.
Nelson, Orval	McPherson, Kan.
Nickel, Pat	Miami, Texas.
Parlin, Leon A.	Maple City, Kan.
Robinson, Geo.	Roxbury, Kan.
Spohn, Chas.	Inman, Kan.
Wendt, A. H.	Groveland, Kan.
Wykoff, Clarence S.	McPherson, Kan.
Young, Almo	Conway, Kan.

SOPHOMORE.

Brubaker, Earl	Conway, Kan.
Burger, Flora	Prowers, Colo.
Doerksen, Gertrude	Inman, Kan.
Ellenberger, Katie	Prowers, Colo.

Eller, Earl J.	Larned, Kan.
John, C. G.	Macksville, Kan.
John, G. L.	Macksville, Kan.
Lautzenhiser, Fannie	McPherson, Kan.
Lucas, Maude	Johnson, Kan.
Martin, Rufina	Dighton, Kan.
Meyers, Chas.	Clarence, Iowa.
Schletzbaum, Rena	McPherson, Kan.
Stutzman, Delilah	Dallas Center, Iowa.
Taylor, Gladys	Wiley, Colo.
Toews, A. F.	Moundridge, Kan.
Ullom, Hazel	Lamar, Colo.

FRESHMAN.

Boyd, Bertha	Cordell, Okla.
Borton, Martha	Wiley, Colo.
Brubaker, Chas.	Sterling, Kan.
Burton, Minnie	Conway, Kan.
Carrier, J. W.	Coyle, Okla.
Crumpacker, A. H.	Hartman, Colo.
Crumpacker, Susie	McPherson, Kan.
Detter, Clinton	McPherson, Kan.
Dodge, Leone	Dighton, Kan.
Doerksen, Justina	Inman, Kan.
Eash, Jesse	Conway, Kan.
Folger, Carl	McPherson, Kan.
Gayer, Eva	McPherson, Kan.
Gray, Alice	Miami, Texas.
Goodsheller, Jennie	McPherson, Kan.
Guy, Walter	McPherson, Kan.
Hildebrand, Mary	Mound City, Mo.
Hudson, Letha	Wiley, Colo.
Hylton, R. P.	McPherson, Kan.
Long, Hilbert	Fredericksburg, Iowa.
McClelland, Nellie	McPherson, Kan.
Mishler, Edna	Conway, Kan.
Misler, Floyd	Conway, Kan.

Murphy, Melva	Maple Hill, Kan.
Myers, R. W.	Paola, Kan.
Miller, S. A.	Decatur, Ind.
Norvell, Floy	Lookeba, Okla.
Nyquist, Carl	Windom, Kan.
Oxley, Chas.	McClave, Colo.
Oxley, Minnie	McClave, Colo.
Parr, Florence	McPherson, Kan.
Phillips, Edna	Red Cloud, Nebr.
Price, Arthur	McPherson, Kan.
Robb, Albert	McPherson, Kan.
Sackett, Ethel	McPherson, Kan.
Sandstrom, Alice	McPherson, Kan.
Saul, Grace	McPherson, Kan.
Schmidt, J. D.	Burrton, Kan.
Shepp, Geneva	Versailles, Mo.
Shepp, William	Versailles, Mo.
Shirky, Nellie	Norborne, Mo.
Sliger, L. B.	Athens, Tenn.
Spencer, Ethel	McPherson, Kan.
Thompson, Avery	Mitchell, Kan.
Ullom, Mae	Lamar, Colo.
Vaniman, Clarence	McPherson, Kan.
Vogt, Alice	Versailles, Mo.
Voshell, Cecil	McPherson, Kan.
Wendt, Etta	Groveland, Kan.
Wiltfong, Pearl	Cordell, Okla.

BIBLE SCHOOL.

COLLEGIATE.

Arnold, S. Ira	Leeton, Mo.
Brubaker, H. M.	Conway Kan.
Buckman, Elsie	Conway, Kan.
Colline, Bertha	McPherson, Kan.
Dudte, Margaret	Heston, Kan.
Deeter, J. W.	Minot, N. D.

Flory, R. C.	McPherson, Kan.
Flory, James A.	McPherson, Kan.
Hollinger, H. T.	McPherson, Kan.
Hoffert, A. T.	Carleton, Nebr.
Lichtenwalter, H. O.	McPherson, Kan.
Price, Edna	McPherson, Kan.
Russel, J. C.	Canton, Kan.
Sandy, Chas.	McPherson, Kan.
Vaniman, Mary	McPherson, Kan.

ACADEMIC.

Boyd, Bertha	Cordell, Okla.
Carrier, J. W.	Coyle, Okla.
Cullen, R. R.	Holmesville, Nebr.
Eash, Maude	Conway, Kan.
Green, J. W.	Kingfisher, Okla.
Guy, Clea	McPherson, Kan.
Keller, Ida	Larned, Kan.
Mishler, Edna	Conway, Kan.
Murphy, Melva	Maple Hill, Kan.
Niswander, Earl	Guthrie, Okla.
Oxley, C. F.	McClave, Colo.
Phillips, Edna	Red Cloud, Nebr.
Quakenbush, Lizzie	Olpe, Kan.
Sandy, Kate	Norborne, Mo.
Selzer, Harry E.	Canton, Kan.
Sligar, L. B.	Athens, Tenn.
Stutzman, Delilah	Dallas Center, Iowa.
Wiltfong, Pearl	Cordell, Okla.

EXPRESSION.

SENIOR.

Brubaker, H. M.	Conway, Kan.
Detter, Edna	McPherson, Kan.
Guy, Clea	McPherson, Kan.
Lichtenwalter, Annetta	Columbus, Kan.
Martin, Vida	Lamar, Colo.

Moomaw, Modena E.	McPherson, Kan.
Studebaker, M. M.	Mont Ida, Kan.
Trostle, Evelyn	McPherson, Kan.
Vaniman, Viola	McPherson, Kan.

JUNIOR AND SPECIAL.

Brubaker, Olive	McPherson, Kan.
Clark, Marion	McPherson, Kan.
Dilley, Gladdys	McPherson, Kan.
Dierdorf, Elva	Surrey, N. D.
Dresher, O. S.	McPherson, Kan.
Dudte, Margaret	Hesston, Kan.
Fasnacht, Ruth	McPherson, Kan.
Hall, Margaret	McPherson, Kan.
Helstrom, Beulah	McPherson, Kan.
Horton, Gilberta	McPherson, Kan.
Lautzenhiser, Fannie	McPherson, Kan.
Muir, Gladdys	McPherson, Kan.
Price, Edna	McPherson, Kan.
Snyder, Gladys	McPherson, Kan.
Stutzman, Delilah	Dallas Center, Iowa.
Young, Clay	McPherson, Kan.

NORMAL.

Burton, Minnie	Conway, Kan.
Caldwell, H. L.	Moundridge, Kan.
Crumpacker, Verne	McPherson, Kan.
Cullen, Ray	Holmesville, Nebr.
Curtis, Rex	McPherson, Kan.
Delp, Addie	New Murdock, Kan.
Fasnacht, Ruth	McPherson, Kan.
Gray, Alice	Miami, Texas.
Green, J. W.	Kingfisher, Okla.
Martin, Mrs. Rufina	Dighton, Kan.
Miller, J. R.	St. John, Kan.
Muir, Gladdys	McPherson, Kan.
Murphy, Melva	Maple Hill, Kan.

Niswander, Earl	Guthrie, Okla.
Oxley, C. F.	McClave, Colo.
Phillips, Edna	Red Cloud, Nebr.
Robinson, Geo.	Roxbury, Kan.
Sackett, Ethel	McPherson, Kan.
Spencer, Ethel	McPherson, Kan.
Selzer, Harry E.	Canton, Kan.
Spohn, C. A.	Inman, Kan.
Stutzman, Delilah	Dallas Center, Iowa.
Sligar, L. B.	Athens, Tenn.

MUSIC STUDENTS.

Asp, Ellen	McPherson, Kan.
Andes, Orpha	McPherson, Kan.
Andes, Ethel	McPherson, Kan.
Berkeybile, Esther	McPherson, Kan.
Brubaker, Olive	McPherson, Kan.
Blackman, Pearl	McPherson, Kan.
Buckman, Elsie	Conway, Kan.
Breneman, Ruby	Mead, Kan.
Crumpacker, Mrs. A. J.	McPherson, Kan.
Crary, Laurina	McPherson, Kan.
Conoway, Mrs.	McPherson, Kan.
Detter, Clinton	McPherson, Kan.
Dryer, F. H.	Hesston, Kan.
Daggett, Martha	Covert, Kan.
Eash, Maude	Conway, Kan.
Ellenberger, Katie	Prowers, Colo.
Fasnacht, Ruth	McPherson, Kan.
Frohm, Emma	Elmo, Kan.
Garst, Nettie	McPherson, Kan.
Gray, Alice	Miami, Texas.
Hall, Nora	McPherson, Kan.
Hall, Lois	Inman, Kan.
Hylton, Roy	McPherson, Kan.
Heaston, Gladdys	McPherson, Kan.
Johnson, Bernice	McPherson, Kan.

Flora, Myrtle	McPherson, Kan.
Fahlgren, Millie	McPherson, Kan.
Keller, Ida	Larned, Kan.
Kitchel, Mae	McPherson, Kan.
Jacobs, Sara	McPherson, Kan.
Ingram, Alton	Canton, Kan.
Ingram, Nettie	McPherson, Kan.
Martin, Mrs. Rufina	Dighton, Kan.
Martin, Vida	Wiley, Colo.
McClain, Hugh	McPherson, Kan.
McClain, Mae	McPherson, Kan.
Miller, Pauline	McPherson, Kan.
Muir, Gladdys	McPherson, Kan.
Murphy, Melva	Maple Hill, Kan.
Myers, Pearl	Paola, Kan.
Norvell, Floy	Lookeba, Okla.
Pearson Dorothy	McPherson, Kan.
Sandy, Kate	Norborne, Mo.
Schletzbaum, Dora	Conway, Kan.
Strahn, Bessie	McPherson, Kan.
Strahan, Mrs.	McPherson, Kan.
Sligar, L. B.	Athens, Tenn.
Stump, Alice	Miami, Texas.
Stump, Effel	Miami, Texas.
Ullom, Hazel	Lamar, Colo.
Ullom, Mae	Lamar, Colo.
Vaniman, Pauline	McPherson, Kan.
Vaniman, Susie	McPherson, Kan.
Voshell, Milo	McPherson, Kan.
Zink, Elva	McPherson, Kan.

COMMERCIAL.

POST-GRADUATE, MASTER OF ACCOUNTS.

Spitler, W. C.	Cherubusco, Ind.
Stonebraker, J. A.	McPherson, Kan.
Swanson, Roy S.	McPherson, Kan.
Wolk, A. E.	Elko, Nevada.

GRADUATES.

Anderson, Wilfred	Galva, Kan.
Colburn, Harry	McPherson, Kan.
Curtis, L. A.	McPherson, Kan.
Curtis, R. A.	McPherson, Kan.
Curtis, R. L.	McPherson, Kan.
Harrouff, W. E.	Hudson, Kan.
Witt, T. F.	Hudson, Kan.

Anderson, Wilfred	Galva, Kan.
Austin, F. T.	Two Buttes, Colo.
Bailey, Lawrence	McPherson, Kan.
Ball, Elmer	McPherson, Kan.
Berg, Rhea	McPherson, Kan.
Boyd, Bertha	Cordell, Okla.
Borton, Martha	Prowers, Colo.
Brubaker, C. F.	McPherson, Kan.
Brubaker, Chas.	Sterling, Kan.
Brubaker, Earl	Conway, Kan.
Brubaker, H. M.	Conway, Kan.
Brubaker, Monta	Sterling, Kan.
Burger, Flora	Prowers, Colo.
Burton, Minnie	Conway, Kan.
Button, H. L.	Ramona, Kan.
Carrier, J. W.	Coyle, Okla.
Caldwell, Lee	Moundridge, Kan.
Cripe, Eunice	McPherson, Kan.
Crumpacker, A. H.	Hartman, Colo.
Crumpacker, May	McPherson, Kan.
Crumpacker, R. H.	Hiatsville, Kan.
Crumpacker, Susie	McPherson, Kan.
Crumpacker, Vern	McPherson, Kan.
Cullen, Ray	Holmesville, Nebr.
Daggett, Martha	Covert, Kan.
Dryer, F. H.	Hesston, Kan.
Eash, Jesse	Conway, Kan.

Eller, Earl	Larned, Kan.
Folger, Carleton	McPherson, Kan.
Gayer, Eva	McPherson, Kan.
Gillis, Arthur	Miami, Texas.
Goodsheller, Jennie	McPherson, Kan.
Gray, Alice	Miami, Texas.
Green, J. W.	Kingfisher, Okla.
Green, Kate	McPherson, Kan.
Guy, Clea	McPherson, Kan.
Guy, Walter	McPherson, Kan.
Hildebrand, Mary	Mound City, Mo.
Hitz, H. C.	McPherson, Kan.
John, C. G.	Macksville, Kan.
John, G. L.	Macksville, Kan.
Kuns, Eldo	McPherson, Kan.
Lautzenhiser, Fannie	McPherson, Kan.
Lehman, J.	Guthrie, Okla.
Long, Hilbert	Fredericksburg, Iowa.
Lucas, C. R.	Johnson, Kan.
Lucas, Maude	Johnson, Kan.
McClelland, Nellie	McPherson, Kan.
McLean, Erwin	McPherson, Kan.
Miller, J. R.	St. John, Kan.
Miller, S. A.	Decatur, Ind.
Mishler, Edna	Conway, Kan.
Mishler, F. E.	Conway, Kan.
Molzen, Harry	Newton, Kan.
Murphy, Melva	Maple Hill, Kan.
Meyers, Chas. Q.	Clarence, Iowa.
Myers, R. W.	Paola, Kan.
Norvell, Floy	Lookeba, Okla.
Nelson, Orval	McPherson, Kan.
Niswander, Alpha	Guthrie, Okla.
Niswander, Earl	Guthrie, Okla.
Nyquist, Carl	Windom, Kan.
Oxley, Minnie	McClave, Colo.

Oxley, C. F.	McClave, Colo.
Parlin, L. A.	Maple City, Kan.
Parr, Florence	McPherson, Kan.
Pierson, Dorothy	McPherson, Kan.
Phillips, Edna	Red Cloud, Nebr.
Robb, Albert	McPherson, Kan.
Robinson, Geo.	Roxbury, Kan.
Saylor, Geo.	McPherson, Kan.
Sandstrom, Alice	McPherson, Kan.
Sandy, Kate	Norborne, Mo.
Seidel, P. W.	McPherson, Kan.
Selzer, Harry, E.	Canton, Kan.
Shepp, Geneva	Versailles, Mo.
Shepp, William	Versailles, Mo.
Shirky, Nellie	Norborne, Mo.
Sligar, L. B.	Athens, Tenn.
Smith, Clarence	Canton, Kan.
Snyder, Gladys	McPherson, Kan.
Spohn, Chas.	Inman, Kan.
Sweeney, Ross	McPherson, Kan.
Talhelm, Harry	Rocky Ford, Colo.
Terry, Lulu	Canton, Kan.
Thomas, Chloe	Ceiling, Okla.
Thomas, Jay	Ceiling, Okla.
Thomas, Guy	McPherson, Kan.
Ullom, Hazel	Lamar, Colo.
Ullom, Mae	Lamar, Colo.
Vaniman, Royal	Wichita, Kan.
Webster, John	Miami, Texas.
Westrick, J. R.	Belleville, Kan.
Wiltfong, Pearl	Cordell, Okla.
Young, Almo	Conway, Kan.

STENOGRAPHIC STUDENTS.

Crumpacker, May	McPherson, Kan.
Ellenberger, Ora	Polo, Mo.
Fortner, Harvey	Canton, Kan.

McLean, Erwin	McPherson, Kan.
Niswander, Alpha	Guthrie, Okla.
Smith, Clarence	Macksville, Kan.
Spitler, W. C.	Cherubusco, Ind.
Swanson, Roy	McPherson, Kan.
Terry, Lulu	Canton, Kan.
Thomas, Chloe	Ceiling, Okla.
Thomas, Jay	Ceiling, Okla.

ALUMNI ROLL.

CLASS OF 1891

ACADEMIC.

Harrison W. Miller,	Hinton, Okla.
Theodore Sharp,	Lapwai, Idaho.
Mary Kuns-Klepinger,	Independence, Kan.

CLASS OF 1892

ACADEMIC.

Hattie Yoder-Gilbert,	Los Angeles, Calif.
Myrtle Miller-Netzley,	McPherson, Kan.
Effa Kuns-Sharp,	Lapwai, Idaho.
Samuel J. Miller,	
*Maurice Sharp,	
Sue Slusher-Saylor,	Ramona, Kan.

CLASS OF 1893

ACADEMIC.

Theodore Snowberger,	Skidmore, Mo.
Hattie Ecker-Sohlberg,	Guthrie, Okla.
Elmer E. Vaniman,	Virden, Ill.
*Laura McQuoid,	
*Hattie Flickinger-Potter,	
Modena Hutchison-Miller,	McPherson, Kan.
Sadie Whitehead-Beaghy,	Sabetha, Kan.
C. E. Wallace,	Yankton, S. D.
Francis A. Vaniman,	McPherson, Kan.

CLASS OF 1894

COLLEGIATE.

J. Z. Gilbert, Los Angeles, Calif.

NORMAL.

J. J. Caldwell, Meridian, Idaho.

ACADEMIC.

Z. F. Clear, East St. Louis, Mo.

*R. W. Gish,

Dr. A. N. Gray, Green River, Utah.

Ed. M. Eby, Centerview, Mo.

Dr. J. C. Klepinger, Independence, Kan.

Flo Ramage-Harter, Custer, Mich.

J. J. Yoder, McPherson, Kan.

CLASS OF 1895

COLLEGIATE.

Albert C. Wieand, 3435 West Van Buren St., Chicago, Ill.

S. J. Miller, McPherson, Kan.

ACADEMIC.

Carrie Snyder-Lichty, Wellington, Kan.

Myrtle Hoff, Lordsburg, Calif.

M. Bernice Gateka-Ritz, Chickasha, Okla.

Claude J. Shirk, Ottawa, Kan.

CLASS OF 1896

COLLEGIATE.

Sue Slusher-Saylor, Romona, Kan.

S. B. Fahnestock, McPherson, Kan.

ACADEMIC.

C. E. Kemp, Sharon, Wisc.

David E. Harder, Hillsboro, Kan.

Anna Witmore-Strickler, El Centro, Calif.

P. F. Duerksen, Fairview, Okla.

Dr. J. Harvey Saylor,	Ramona, Kan.
G. M. Lauver, 3435 West Van Buren St.,	Chicago, Ill.
Ratie Bowers-Dyck,	Moundridge, Kan.
G. B. Darling,	Gypsum City, Kan.
H. V. Wiebe,	Elk Park, N. C.

CLASS OF 1897

NORMAL.

P. F. Duerksen,	Fairview, Okla.
R. W. Powers,	Durham, Kan.
Claude J. Shirk,	Ottawa, Kan.
C. L. Hollem,	Lawton, Okla.
J. W. Coons,	Miami, Kan.
R. K. Gernert	Cloud Chief, Okla.
J. K. Reish,	Los Angeles, Calif.
G. M. Lauver, 3435 West Van Buren St.,	Chicago, Ill.
*J. H. Tracy,	
Maud Chisholm-Miller,	Canton, Kan.

CLASS OF 1898

COLLEGIATE.

C. H. Williams,	Kansas City, Mo.
-----------------------	------------------

NORMAL.

Mrs. Lillian Matthews,	McPherson, Kan.
Dora Sherfy-Steinour,	Murtaugh, Idaho.
J. B. Shirkey,	Custer, Mich.

ACADEMIC.

Lester E. Williams,	Belleville, Kan.
Mrs. Susie R. Williams,	Belleville, Kan.
Anna Fakes-McCullough,	St. Joseph, Mo.
*J. E. Studebaker,	
Florence Butler-Shirkey,	Custer, Mich.
Byron Talhelm,	Waldo, Kan.
E. K. Masterson,	Chatsworth, Ill.

CLASS OF 1899

POST GRADUATE, A. M.

Dr. G. A. Tull, Clay Center, Kan.

COLLEGIATE.

C. F. Gustafson, Kansas City, Mo.

NORMAL.

A. L. Harter, Herington, Kan.

J. A. G. Shirk, Ottawa, Kan.

Byron Talhelm, Waldo, Kan.

Flo Ramage-Harter, Custer, Mich.

Dr. J. Harvey Saylor, Ramona, Kan.

Lizzie Arnold, Hillrose, Colo.

H. V. Wiebe, Elk Park, N. C.

W. J. Slifer, Kansas City, Mo.

ACADEMIC.

Dr. G. J. Goodsheller, Marion, Kan.

Laura Harshbarger-Haugh, McPherson, Kan.

Emma Horner-Eby, Jhagadia, Rajpipla State, India.

Geo. D. Kuns, McLouth, Kan.

J. G. Law,

Sallie Shirkey-Miles, Abilene, Kan.

R. C. Smith, Marion, Kan.

I. A. Toevs, McPherson, Kan.

Lizzie Wieand-Kuns, McLouth, Kan.

CLASS OF 1900

NORMAL.

Anna Bowman-Rogers, Grand Junction, Colo.

*Anita Metzger,

Lizzie Wiend-Kuns, McLouth, Kan.

Anna Fakes-McCullough, St. Joseph, Mo.

*H. C. Slifer,

Herbert Caldwell, Sayre, Okla.

ACADEMIC.

E. H. Eby,	Jhagadia, Rajpipla State, India.
H. J. Vaniman,	Pomona, Calif.
Dr. J. F. Studebaker,	Fort Dodge, Iowa.
*C. E. Law,	

CLASS OF 1901

COLLEGIATE.

Claude J. Shirk,	Ottawa, Kan.
J. A. G. Shirk,	Ottawa, Kan.
Mrs. Lillian Matthews,	McPherson, Kan.
J. B. Shirkey,	Custer, Mich.

NORMAL.

B. B. Baker,	Daphne, Ala.
Ethel Bixby-Mackey,	Phoenix, Ariz.
Ollie Brubaker-Stutzman,	Chino, Calif.
*Mary E. Frantz-Hedine,	
Emma Horner-Eby,	Jhagadia, Rajpipla State, India.
Dr. E. H. Kasey,	Mercedes, Texas.
S. Enos Miller,	Protection, Kan.
Henry M. Stutzman,	Chino, Calif.
Emma Vaniman-Yoder,	Conway, Kan.

ACADEMIC.

*W. B. Boone,	
Mrs. Retta Glick-Studebaker,	Fort Dodge, Iowa.
Lottie Fisher,	McPherson, Kan.
Maude Way-Dresher,	Canton, Kan.
B. S. Haugh,	McPherson, Kan.
J. H. B. Williams,	Elgin, Ill.

CLASS OF 1902

POST GRADUATE, A. M.

Claude J. Shirk,	Ottawa, Kan.
J. A. G. Shirk,	Ottawa, Kan.

COLLEGIATE.

John A. Clement,	McPherson, Kan.
James H. Clement,	Blue Rapids, Kan.
Flo Ramage-Harter,	Custer, Mich.
E. K. Masterson,	Chatsworth, Ill.

NORMAL.

E. D. Baldwin,	Kansas City, Mo.
Margaret Bishop,	Los Angeles, Calif.
*W. B. Boone,	
G. C. Dresher,	Canton, Kan.
Margaret Goodwin-Hoffhines,	Larned, Kan.
David E. Harder,	Hillsboro, Kan.
M. I. Kilmer,	Western, Kan.
Della McComber,	
C. H. Slifer,	Fort Lauderdale, Fla.
Edna Suffield-Klepinger,	Lyons, Kan.
Maude Way-Dresher,	Canton, Kan.

ACADEMIC.

J. E. Wagoner,	Red Cloud, Nebr.
D. Earl Bowers,	McLouth, Kan.

CLASS OF 1903.

COLLEGIATE BIBLE COURSE.

Mrs. Amanda Fahnestock,	McPherson, Kan.
-------------------------------	-----------------

COLLEGIATE.

F. G. Kauffman,	Garden City, Kan.
H. A. Horton,	McPherson, Kan.
Alice Johnson,	Wichita, Kan.

NORMAL.

F. H. Crumpacker,	Ping Ting Chou, Shansi, China.
Dottie Wheeler-Clement,	McPherson, Kan.
P. C. Hiebert,	Hillsboro, Kan.
S. W. High,	Chicago, Ill.
Ruby Buckman,	Conway, Kan.

R. W. Baldwin,	Conway, Kan.
D. Earl Bowers,	McLouth, Kan.
Anna Newland-Crumpacker, Ping Ting Chou, Shansi, China.	
R. C. Strohm,	McPherson, Kan.
Ella White McFarland,	Truesdale, Kan.
O. S. Vaniman,	McPherson, Kan.
Chas. Shively,	Boulder, Colo.
Mrs. Jennie McCourt,	Cripple Creek, Colo.
Cordia Clement,	Canton, Ohio.
Alice Weaver-Wyrick,	Eaton, Colo.
J. J. Frantz,	Inman, Kan.

ACADEMIC.

Vernon Vaniman,	Virden, Ill.
Orral Matchette,	McPherson, Kan.
Jessie Harter-Hylton,	Troutville, Va.
Gert Eicker,	McPherson, Kan.
Edith Allison,	McPherson, Kan.
Ethel Allison-Allen,	Lawrence, Kan.
Fern Kuns-Cophedge,	Topeka, Kan.

CLASS OF 1904

POST GRADUATE, A. M.

John A. Clement,	McPherson, Kan.
H. A. Horton,	McPherson, Kan.

COLLEGIATE.

*Mary E. Frantz-Hedine,	
Geo. D. Kuns,	McLouth, Kan.
Lucetta Johnson,	Wichita, Kan.
M. O. Calvert,	Los Angeles, Calif.
H. C. Allen,	Lawrence, Kan.
*Anita Metzger,	
S. Enos Miller,	Protection, Kan.
Dr. J. Harvey Saylor,	Ramona, Kan.
E. H. Eby,	Jhagadia, Rajpipla State, India.
W. L. Harter,	Custer, Mich.

NORMAL.

W. O. Beckner,	Bogo Cebu, P. I.
P. N. Bolinger,	Bellgrade, Mont.
H. F. Toews,	Moundridge, Kan.
Silva Miller-Beckner,	Bogo Cebu, P. I.
Harvey B. Hoffman,	Abilene, Kan.
Chas, J. Davis,	Morril, Kan.
Harry C. Crumpacker,	Everett, Wash.
W. H. Yoder,	Conway, Kan.
Nellie Hinkson,	McPherson, Kan.
R. G. Mohler,	Lyons, Kan.
Mary E. Brubaker-Mohler,	Lyons, Kan.
Ernest Vaniman,	McPherson, Kan.
Mary E. Gibbel,	Carthage, Mo.
*J. E. Studebaker,	
Anna Stutzman-Buck,	Franklin Grove, Ill.
Gert Eicker,	McPherson, Kan.

CLASS OF 1905

COLLEGIATE.

E. D. Baldwin,	Kansas City, Mo.
R. W. Baldwin,	Conway, Kan.
*H. M. Barwick,	
Dr. C. D. Weaver,	Twin Falls, Idaho.

NORMAL.

Edith Allison,	McPherson, Kan.
Verna Baker-Vaniman,	McPherson, Kan.
Melinda Beyer,	Lawrence, Kan.
Adolph Beyer,	Inman, Kan.
Clarence D. Caudle,	McPherson, Kan.
Anna Colline,	McPherson, Kan.
Sadie A. Engle-Wagaman,	Abilene, Kan.
Ralph W. Detter,	Lordsburg, Calif.
Sarah H. Friesen-Heinrichs,	Enid, Okla.
Lulu Gilchrist-Moore,	Hatfield, Mo.
Mary McGill-Felton,	McPherson, Kan.

Jas. R. Rothrock,	Conway, Kan.
Emily F. Shirky,	Rochester, Wash.
Helen Slosson-Carter,	Great Bend, Kan.
Madge Stafford,	Hutchinson, Kan.
John B. Stutzman,	Conway, Kan.
Jacob M. Stutzman,	Conway, Kan.
Florence Upshaw-Kline,	Clarendon, Iowa.
Nettie B. Wicklund,	Bushnell, Nebr.

CLASS OF 1906

POST GRADUATE, PH. M.

W. E. Ray,	
------------------	--

POST GRADUATE, A. M.

R. W. Baldwin,	Conway, Kan.
*Mary E. Frantz-Hedine,	
E. K. Masterson,	Chatsworth, Ill.

COLLEGIATE.

S. C. Miller,	Elgin, Ill.
C. H. Slifer,	Fort Lauderdale, Fla.
P. C. Hiebert,	Hillsboro, Kan.
J. H. B. Williams,	Elgin, Ill.
Dr. J. F. Studebaker,	Fort Dodge, Iowa.
Minnie M. Bartels,	Inman, Kan.
Emma Horning,	Ping Ting Chou, Shansi, China.
F. H. Crumpacker,	Ping Ting Chou, Shansi, China.
Anna Newland-Crumpacker,	Ping Ting Chou, Shansi, China.

NORMAL.

Bertha Delp,	New Murdock, Kan.
Maude Ball,	McPherson, Kan.
P. V. Wiebe,	Lehigh, Kan.
Grace Wright,	McPherson, Kan.
Stella B. Andes,	McPherson, Kan.
Martha Bartels,	Inman, Kan.
Geo. Edgecomb,	McPherson, Kan.
Ada May Caudle,	McPherson, Kan.

Ida E. Brubaker,	Conway, Kan.
Lulu Hildebrand,	Baler, Tayabas, P. I.
Harvey M. Brubaker,	Conway, Kan.
Clara A. Weisthaner-Cline,	Walsenburg, Colo.
Martha M. Weisthaner,	Wichita, Kan.
Theodore H. E. Aschman,	Lawrence, Kan.
Roy Caudle,	Hutchinson, Kan.
Ivan G. Herr,	Hope, Kan.
Ruby Horton-Miller,	Cottonwood Falls, Kan.
Ella I. Jacobs,	McPherson, Kan.
Ellen A. Olson,	Windom, Kan.
Mary A. Pearson-Gauss,	Centerview, Mo.
Myrtie C. Picking-Nininga,	Leonardville, Kan.
Olive May Snyder,	McPherson, Kan.
Della S. Vaniman-Throne,	McPherson, Kan.
Foster W. Cline,	Walsenburg, Colo.
Grace P. Vaniman,	McPherson, Kan.
Edna Garst-Laughton,	Guymon, Okla.
Pearl Blondefield-Stutzman,	Conway, Kan.

CLASS OF 1907.

POST GRADUATE, A. M.

Geo. D. Kuns,	McLouth, Kan.
S. C. Miller,	Elgin, Ill.

COLLEGIATE.

Dottie Wheeler-Clement,	McPherson, Kan.
Charles Shively,	Boulder, Colo.

NORMAL.

Furman R. Cline,	Walsenburg, Colo.
Margaret Dudte,	Walton, Kan.
Raymond C. Flory,	McPherson, Kan.
Mary Flory-Miller,	Elgin, Ill.
Frances Goodsheller-Rasp,	Fairbury, Ill.
Guy T. Hudson,	Wiley, Colo.
Leslie G. Klepinger,	Nueva Caceras, Canarines, P. I.

Bruce A. Miller,	Darlow, Kan.
Mary E. Mohler-Miller,	Darlow, Kan.
Lizzie Neher-Flory,	McPherson, Kan.
Susie Neher-Vaniman,	McPherson, Kan.
William E. Sterner,	Abilene, Kan.

CLASS OF 1908**POST GRADUATE, A. M.**

Franklin H. Crumpacker,	Ping Ting Chou, Shansi, China.
-------------------------------	--------------------------------

COLLEGIATE.

Ruby Buckman,	Conway, Kan.
Conda Clement,	Canton, Ohio.
Emily Shirky,	Rochester, Wash.
Iva Gillespie,	Kansas City, Mo.
Harry C. Crumpacker,	Everett, Wash.
Theodore H. E. Aschman,	Lawrence, Kan.
Henry W. Lohrenz,	Hillsboro, Kan.
Julius J. Tretbar,	Hudson, Kan.

NORMAL.

Katie Hiebert-Ebel,	Hillsboro, Kan.
Susie Cline,	McPherson, Kan.
Helen Goodsheller-Wiesner,	Aguilar, Colo.
Clara Neher-Vaniman,	Yellowstone, Okla.
Maude Jackson,	McPherson, Kan.
Mattie Stutzman,	Conway, Kan.
Lillian Young,	McPherson, Kan.
John W. Sudermann,	Hutchinson, Kan.
Gilbert E. Barnhill,	Galva, Kan.
Ella Ebbert,	Quinter, Kan.
Frank S. Kraybill,	Fort Lauderdale, Fla.
Nellie G. Green,	Little River, Kan.

COLLEGIATE BIBLE.

Anna Newland-Crumpacker, ..	Ping Ting Chou, Shansi, China.
-----------------------------	--------------------------------

CLASS OF 1909

COLLEGIATE.

Anna C. Colline,	McPherson, Kan.
Ralph W. Detter,	Lordsburg, Calif.
A. E. Hedine,	McPherson, Kan.
B. E. Ebel,	Hillsboro, Kan.
H. B. Hoffman,	Abilene, Kan.
W. O. Beckner,	Bogo Cebu, P. I.
James R. Rothrock,	Conway, Kan.
Roscoe C. Ingalls,	Galva, Kan.

NORMAL.

J. P. Schroeder,	Buhler, Kan.
Frank V. Wiebe,	Lehigh, Kan.
Howard S. Kasey,	McPherson, Kan.
Lulu M. Brubaker,	Conway, Kan.
Grover C. Dotzour,	Kingman, Kan.
J. LeRoy Carlson,	Windom, Kan.
Louis O. Hope,	McPherson, Kan.
Peter W. Claassen,	Hillsboro, Kan.
Pearl B. Way,	McPherson, Kan.
W. D. Royer,	Newton, Kan.

CLASS OF 1910.

POST GRADUATE, A. M.

Ralph W. Detter,	Lordsburg, Calif.
------------------------	-------------------

COLLEGIATE.

Clinton W. Wright,	Shattuck, Okla.
Grace Vaniman,	McPherson, Kan.
Silva Miller-Beckner,	Bogo Cebu, P. I.
Conrad D. Rasp,	Fairbury, Ill.
E. LeRoy Craik,	McPherson, Kan.
Burton S. Trostle,	McPherson, Kan.
Diedrich Dalke,	Lawrence, Kan.
Henry M. Stutzman,	Chino, Calif.

Lulu M. Hildebrand,	Baler, Tayabas, P. I.
David Emil Harder,	Hillsboro, Kan.

NORMAL.

Robert Cram,	Bird City, Kan.
Lulu Pearl Ullom,	Lamar, Colo.
Robert Russel,	Canton, Kan.
Peter S. Goertz,	Hillsboro, Kan.
Alice Celesta Burgert,	Warrensburg, Mo.

CLASS OF 1911.

POST GRADUATE, A. M.

E. LeRoy Craik,	McPherson, Kan.
-----------------------	-----------------

COLLEGIATE.

Bertha Colline, A. B.,	McPherson, Kan.
Homer O. Lichtenwalter, B. S.,	McPherson, Kan.
Jouette C. Russel, B. S.,	McPherson, Kan.
Ernest D. Vaniman, A. B.,	Lordsburg, Calif.
Dr. L. J. Beyer, A. B.,	Little River, Kan.

NORMAL.

POST GRADUATE, M. S. D.

R. M. Elam,	Anthony, Kan.
E. M. Elam, B. S. D.,	Anthony, Kan.
Nannie Hope, B. S. D.,	McPherson, Kan.
Procter H. Kerr, B. S. D.,	Galva, Kan.
Annetta Lichtenwalter, B. S. D.,	Columbus, Kan.

INDEX.

Academy, The	44
Apparatus,	6
Bible School,	74
Biology Apparatus,	6
Biology, College,	19
Buildings,	9
Business Department,	83
Chemistry Apparatus,	7
College Farm,	9
College Publication,	11
College, The	15
Admission,	15
Candidates for Admission,	16
Courses of Instruction,	19
Nature and Scope,	15
Chemistry, College,	20
Courses, Academy,	46
Education,	55
Nature and Scope,	55
Object of the Course,	57
Subjects of Instruction,	57
Education Library,	56
Electives, College,	18
English, College,	22
Entrance Requirements, Education,	55
Expenses,	13
Expression Department,	65
French, College,	24
General Information,	5
Geology, College,	24
German, College,	24
Government,	11
Greek, College,	24
History, College,	24

Latin, College,	28
Lecture Course,	11
Literary Societies,	10
Location and Accessibility,	5
Major Courses, College,	18
Material Equipment,	9
Mathematics, College,	29
Model School,	56
Moral and Religious Influences,	10
Music,	68
Notes on Electives, College,	18
Oratory,	11
Philosophy and Psychology, College,.....	32
Physics Apparatus,	8
Physics, College,	36
Piano School,	68
Political Economy, College,	34
Pre-Medical or Pre-Engineering Courses,	37
State University, Admission to	38
Requirements for Admission to Kansas Medical College,.	39
Purpose and Ideals,	5
Required Subjects, College,	17
State Certificates,	16, 56
Stenography,	88
Vocal School,	70

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

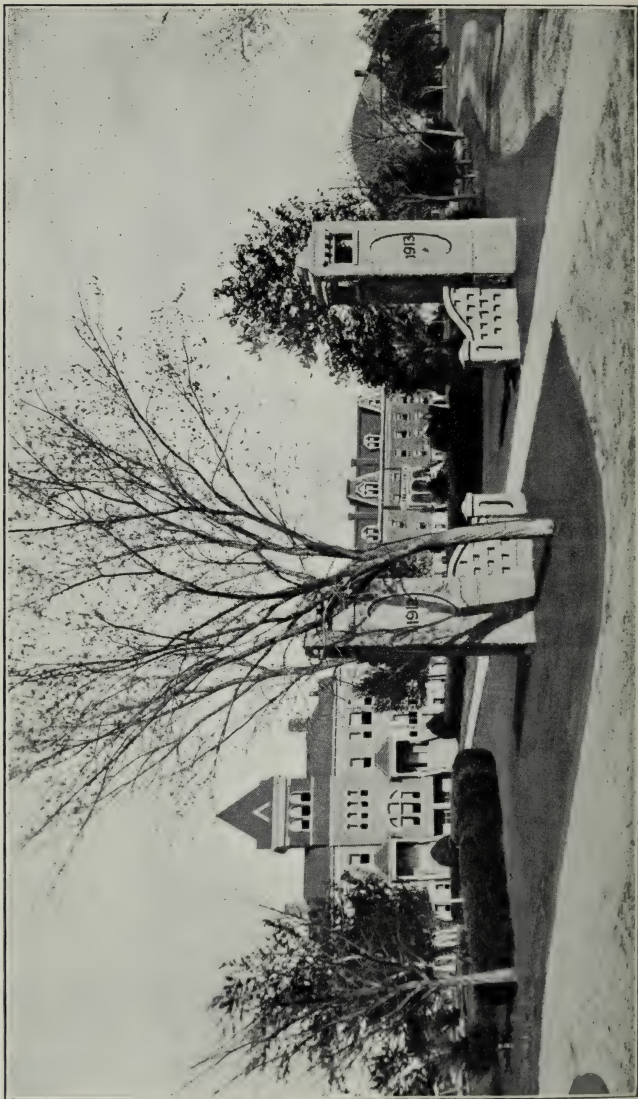
H
3

BULLETIN OF

McPherson College

CATALOGUE
NUMBER

*Published by McPherson College
McPherson, Kansas.
May 1913.*



PARTIAL VIEW OF THE CAMPUS

SERIES II.

MAY 1913

NUMBER 2

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

BULLETIN
OF
McPHERSON COLLEGE
CATALOGUE NUMBER

PUBLISHED BY
McPHERSON COLLEGE
McPHERSON, KAN.

The College Bulletin is issued in February, May, August and November of each year.

Entered as second class matter Feb. 16, 1912, at the postoffice at McPherson, Kansas, under the Act of July 16, 1894.

CALENDAR

1913.

Sept. 8, 9—Monday and Tuesday, Registration.

Sept. 10—Wednesday, First term begins; Opening address.

Nov. 10—Monday, Registration for second term.

Nov. 11—Tuesday, Second term begins.

Nov. 27—Thanksgiving Day.

Dec. 24 to Jan. 1—Christmas Vacation.

1914.

Jan. 19, 20—Monday and Tuesday, Registration for third term.

Jan. 21—Third term begins.

Mar. 23—Monday, Registration for fourth term.

May 17—Sunday evening, Baccalaureate Sermon.

May 18, 19—Monday and Tuesday, Final Examinations.

May 18—Monday evening, Music Recital.

May 19—Tuesday evening, Expression Recital.

May 20—Wednesday, Field Day.

May 20—Wednesday evening, Academy Commencement.

May 21—Thursday, Class Day.

May 21—Thursday evening, Alumni Reunion.

May 22—Friday morning, Commencement.

BRETHREN EDUCATIONAL BOARD.

Elder H. C. Early, Chairman . . . Penn Laird, Va.
 Pres. Otho Winger, Vice chairman, N. Manchester, Ind.
 Pres. A. C. Wieand, Sec'y . Bethany Bible Sc., Chicago
 Elder John Calvin Bright, Treas., . . . Troy, Ohio
 Elder A. G. Crosswhite Roaring Spring, Pa.
 Elder L. T. Holsinger Muncie, Indiana
 Pres. John S. Flory Bridgewater, Va.

BOARD OF TRUSTEES.**TERM EXPIRES 1914.**

F. P. Detter, McPherson, Kans.
 J. N. Dresher, McPherson, Kans.
 J. S. Gabel, Lincoln, Neb.
 Eld. A. C. Daggett, Covert, Kans.
 Albert Sawyer, Morrill, Kans.

TERM EXPIRES 1915.

F. A. Vaniman, McPherson, Kans.
 Eld. W. A. Kinzie, Lone Star, Kans.
 Gideon Shirky, Madison, Kans.
 Eld. Jas. W. Gish, Holmesville, Neb.
 Eld. Jas. M. Mohler, Leeton, Mo.

TERM EXPIRES 1916

Eld. J. J. Yoder, McPherson, Kans.
 Dr. H. J. Harnly, McPherson, Kans.
 W. R. Hornbaker, Grand Junction, Colo.
 Eld. E. G. Rodabaugh, Stet, Mo.
 J. F. Sanger, Thomas, Okla.

EXECUTIVE COMMITTEE OF THE BOARD.

Eld. J. J. Yoder, President.
 F. P. Detter, Vice-President.
 Dr. H. J. Harnly, Secretary.
 F. A. Vaniman, Treasurer.
 J. N. Dresher.

FACULTY FOR 1913-1914

JOHN ADDISON CLEMENT

A. B., 1902; A. M., 1904, (McPherson College); A. M., 1910, (University of Kansas); Ph. D., *Magna cum laude* 1911, (University of Chicago).

President of the College and Professor of Philosophy and Education, 1911; 1902.*

HENRY JACOB HARNLY

B. S., 1891; A. M., 1892, (Illinois Wesleyan); A. B., 1892, (Harvard); Ph. D., 1900, (Illinois Wesleyan); Special student in Leland Stanford Junior University, 1910-1911.

Dean of the College and Professor of Biology, 1911; 1892.

ARTHUR BOWES FRIZELL

A. B., 1893, A. M., 1900, (Harvard); Ph. D., 1910, (University of Kansas). (Taught nine years in Harvard and spent two years in Gottingen, Germany).

Professor of Mathematics, 1911.

ONIAS BARBER BALDWIN

A. B., 1906, (Friends University); A. M., 1911, (University of Chicago).

Principal of the Academy and Professor of Education and History, 1912; 1911.

ELMER LEROY CRAIK

A. B., 1910; A. M., 1911; B. S. L., 1912, (McPherson College).

Graduate student in Univ. of Kans., Summers 1911 and 1913.

Professor of Languages, 1910.

*The first date indicates the year of appointment to present position; the second denotes the year of first connection with the faculty, when such is not indicated by the one date.

ELDER JOSEPH J. YODER

A. B., 1913, (McPherson College).

Dean of Bible School, 1910.

EDGAR FAUVER LONG

A. B., 1911, A. M., 1912, (Blue Ridge College). One year graduate study in University of Pennsylvania.

Professor of English and French, 1912.

Professor of Chemistry and Physics, 1913.

FREEMAN GEORGE MUIR

(Student Oberlin Conservatory; Graduate American Conservatory, Chicago.)

Director of Instrumental Music.

ROBERT E. MOLHER

B. S. D., 1907, (McPherson College); A. B., 1912, (Mt. Morris College); Michigan Agricultural College, 1913.

Professor of Agriculture, 1913.

JOHN ALVIN BLAIR

(One year in Zanerian College, Columbus, O.; one year in Catton Technical School, Pittsburg, Pa.; Candidate for C. P. A. degree at La Salle University; taught three years in Blue Ridge College.)

Superintendent of Commercial School, 1911.

CHARLES L. ROWLAND

Blue Ridge College; Roanoke School of Music; Virginia Music Normal; Peabody Conservatory; Marks Conservatory; Special Work in Voice (Italian Method) under George Castelle (Baltimore).

Director of Vocal Music, 1913.

EDNA BELLE DETTER

Graduate in Expression, 1911; A. B., 1912, (McPherson College); Student University of Southern California; Student Columbia College of Expression.

Instructor in Expression and Public Speaking, 1913.

EVELYN MAE TROSTLE

A. B., 1912, (McPherson College); Graduate student University of Chicago, summer, 1913.

Instructor in Latin and English and Ladies' Physical Director, 1912.

ELIZABETH CULP

Pd. B., 1913; Special two year's course in Household Arts, (Warrensburg Normal School).

Instructor in Domestic Art and Science, 1913.

ELDER ELLIS M. STUDEBAKER

(Three years student in Bethany Bible School, Chicago.)

Instructor in Bible, 1911.

AMANDA FAHNESTOCK

B. S. L., 1903 (McPherson College).

Instructor in Bible, 1912.

W. PARK STROLE

M. Accts., (Abilene Business College).

Instructor in Stenography and Typewriting, 1912.

PAUL WILLIAM SEIDEL

M. Accts.; (McPherson College).

Assistant in Commercial Department, 1906.

HARVEY HARLOW NININGER

Acting head of Zoology Department, Oklahoma Normal School, Alva, 1912-1913.

Assistant in Zoology and Botany, 1911.

ROSE VIOLA TIPTON

Assistant in Chemistry, 1913.

SAMUEL DALEN HORNING

Assistant in Physics, 1913.

LILY OYZELLE HAWKINSON

Instructor in History, 1912.

LULU PEARL ULLOM

B. S. D., 1910, (McPherson College).

Librarian, 1913.

ADDIE NANCY DELP

Assistant Librarian, 1913.

ELDER JACOB FUNK

Field Secretary for the College, 1913.

IDA ELIZABETH BRUBAKER

B. S. D., 1906, (McPherson College).

Matron, 1912.

COMMITTEES OF FACULTY.

Administration — Clement, Yoder, Long.

Classification — Harnly, Baldwin, ——

Library— Trostle, Studebaker, Long.

Athletics — Mohler, ——

Advertising— Craik, Blair, Frizell.

Social— Detter, Rowland, Culp.

Lecture Course— Baldwin, Yoder, Craik.

GENERAL INFORMATION

LOCATION AND ACCESSIBILITY.

McPherson, Kansas, is not far from the center of the state, whose geographical and material advantages have been made famous in Governor Hoch's celebrated metaphor, "The rich, juicy meat in the heart of the national sandwich." It is a thriving little city of thirty-five hundred people and it is the seat of government of McPherson county. It is a city of prosperous merchants, beautiful homes, parks and shade trees, and is surrounded by waving fields of wheat, corn and alfalfa. The climate is mild and healthful.

McPherson is easily accessible from all parts of the country. The El Paso division of the Rock Island system passes through it, over which run daily through trains between Chicago and California. A branch of the Santa Fe system connects McPherson with the main line about fifty miles distant, both east and west. The Union Pacific and Missouri Pacific roads also have branches here.

The College is beautifully situated on an elevation at the eastern end of Euclid street, the principal east and west thoroughfare of the city. The campus is dotted with growing maples, elms and evergreens, and is far enough from the center of business to insure an environment most favorable to student life.

The city sewer system has been extended to College Hill. It runs up Kansas Avenue and has four laterals extending north, one of them through the campus, and connection will be made with the buildings.

The city has commenced the paving of East Euclid street up to the campus with asphaltic concrete pavement, which will tend greatly to make the college accessible to the city.

HISTORY.

The history of McPherson College dates back to the year 1887, when at the Annual Conference of the Church of the Brethren held at Ottawa, Kansas, a committee was appointed at an educational meeting to locate and organize a college and industrial institute. The officers of the movement were: S. Z. Sharp, Pres; M. M. Eshelman, Sec.; and George Studebaker, Business Manager.

September 5, 1888, school was opened in the dormitory building and the enrollment of the year reached almost 200. Owing to the financial crisis, a re-organization took place in 1895. Outstanding indebtedness was soon cancelled and in 1898 the main building was completed. The name, "McPherson College," was adopted in 1898 when a new charter was secured.

IMPORTANT DATES

- 1887— School Committee appointed at Annual Conference.
- 1888—School opened.
- 1895—Reorganization.
- 1898—Main building completed.
- 1898— Institution named "McPherson College."
- 1906— Carnegie Library built.
- 1909—College farm bought.
- 1909— James Richardson donated farm for agricultural purposes.
- 1911 — Auditorium-gymnasium built.
- 1912—Board of Trustees increased to 15 and endowment campaign launched.

PRESIDENTS OF McPHERSON COLLEGE.

- S. Z. Sharp, A. M., 1888—1896.
- C. E. Arnold, A. M., 1896—1902.
- Edward Frantz, A. M., 1902—1911.
- John A. Clement, Ph. D., 1911—.

CONTROL OF THE COLLEGE.

Each person who has given One Hundred Dollars (\$100.00) to the school is entitled to one vote at the annual voters' meeting held in February. This meeting elects the Board of Trustees. These trustees are all influential men and members of the Church of the Brethren who represent the school in the contiguous territory of the institution. Of the Board, five, constituting an executive committee, have immediate supervision of the school. The president of the college is ex-officio a member of the Board.

PURPOSE AND IDEALS.

McPherson College was established in order to provide the young people of the Church of the Brethren with facilities for a thorough, Christian education. However, no denominational test of admission is applied and its doors are open to all persons of good moral character who are in sympathy with the general spirit of the institution.

The conception of education that controls at the College is that which regards it as a development of the whole being, body, mind and spirit. While the most thorough and exacting intellectual discipline is demanded, as an examination of the courses in this catalog will show, special care is taken that the whole atmosphere of the school shall be favorable to spiritual culture also. High ideals of character are constantly held forth. True education is held to include both the acquisition of power and the direction of this power to worthy ends. Equipment for honorable service to humanity and for appreciation of the best things which life can afford are ideas distinctly taught.

The institution stands definitely for the doctrine of

"The Simple Life." Modesty in dress and bearing, simplicity in social customs, the dignity of all honest labor, are popular ideas. The rich student who imagines that his wealth will bring him prestige is likely to suffer a painful disillusionment, while the poor one who must work his way through, provided only his work be well done, will find himself honored and respected. No aristocracy, save that of character, is known.

BRETHREN EDUCATIONAL BOARD.

The Annual Conference has appointed a General Educational Board of seven members. Committees of the Board are sent to each of the Brethren schools each year to promote co-operation between the church and the schools. The visit of the committee has been uniformly helpful to our school. This year the visitors were: Elders John Calvin Bright of Troy, Ohio, and A. C. Wieand of Chicago, Illinois.

MORAL AND RELIGIOUS INFLUENCES.

The high ideals and principles for which the college itself stands, together with most favorable surroundings, combine to impart to the student life a moral tone of an exceptionally high order. McPherson has many live churches, a large and active Y. M. C. A., a public library, a choral union, and other uplifting agencies. It has no saloons, no joints and no paupers. More than the average city or town, it is free from vices which are liable to prove pitfalls for young people. McPherson is not noted for its mines or manufacturing interests, but is dependent for its prosperity upon the rich agricultural community which surrounds it. It is easy to see how this fact tends to keep away from the city the less desirable classes of inhabitants. It is an ideal college town; just the kind of a place in which it is a

pleasure to live and to which it is safe for parents to send their sons and daughters.

In the college itself devotional exercises are held each school day in the chapel, and regular evening prayers are held in the dormitory. The morning watch and systematic daily Bible study are also observed by many. Sunday School and two preaching services are held in the college chapel each Lord's day. Young people's societies are active and exert a strong Christian influence upon the student body. And what is really of chief significance in determining the religious tone of an educational institution, the teachers are Christian men and women, and their daily work is permeated by the Christian spirit.

MATERIAL EQUIPMENT.

BUILDINGS.

The Main Building, finished in 1898, is ninety-four feet wide by one hundred seventeen long, and contains three stories. In this building are the chapel, recitation rooms, commercial hall, laboratories, Irving hall, the book room, and the President's office.

The Dormitory, built in 1888, is a three-story building with a basement forty by one hundred feet. The students' rooms are large and well lighted, and are equipped with steam heat and electric lights. Water can be had on any of the three floors. In accordance with the state law, fire-escapes are conveniently arranged on the building.

The Carnegie Library, erected in 1906, is a building of two stories. The main floor is used for library purposes and there are about five thousand books in the stack room. The reading rooms are ample for the needs of the student body. The rooms are hung with pictures donated by the King of Italy, and are equip-

ped with Mission furniture. Numerous magazines, bulletins, newspapers, etc., are afforded. The library hours are from eight to five o'clock p. m., and seven-thirty to ten o'clock p. m., every day except Sunday and Monday.

The Auditorium-Gymnasium, built in 1911, is a three-story building 48x76 feet, and is made of cement blocks. It is one of the best of its kind in the State of Kansas. The building is in constant use, but is not completely equipped. When completed it will have a gallery, shower baths, ladies' gymnasium and lockers. For a time at least the Domestic Science department will have a room in this building.

THE MUSEUM.

The museum occupies part of the basement of the library. The Thurston Collections consist of mammals, birds, fossils, sea-shells, and relics. They were lent us by Mr. and Mrs. Thurston of McPherson, and are valued at \$5,000. In addition to this, there are other collections of corals, mammals, fossils, etc., and numerous relics, many of them being from former students who are on the mission field.

APPARATUS.

BIOLOGY.

The material equipment consists of a good quality of modern Bausch and Lomb microscopes, projection microscope, stereopticon, microtome, paraffine baths, and other general apparatus, microscopic and lantern slides, collections of birds, mammals, and insects for systematic study, herbarium, etc. The department has a good reference library.

There is a large collection of stuffed animals, and a fine collection of preserved material for illustration,

several hundred slides, drawings of all type animals, tables, pans and complete supply for laboratory work. There has recently been added quite a collection of Lepidoptera, besides a general collection of insects for class work in classification. In Botany there is a large herbarium, slides, and other necessary things for efficient laboratory work. There is a large number of recent and valuable books in the library for reference work. McPherson county is rich in flora and fauna, since in it are four or five geologic formations. The basin area is especially rich in protozoa, while two rivers and several running streams and many springs are rich in cryptogams and lower animal forms.

CHEMISTRY.

The chemical laboratories, two in number, are located in the basement of the main building. One room is given over to the general chemistry, while the other room is used exclusively for the more advanced work. In addition, there are several store rooms for apparatus and chemicals and a balance room for the analytical students. The laboratories are well lighted and are furnished with all the usual conveniences of water, drainage, electricity, ventilating hoods, etc. The supply of chemicals and apparatus is unusually good and includes such pieces of special apparatus as Soxlet's extractors, crucible and muffle furnaces, polariscope, analytical balances, apparatus for determination of molecular weights, etc. The laboratories accommodate forty students working at a time. The student is loaned the apparatus required and is expected to return it at the end of his course in good condition. A laboratory fee, to be paid in advance, is required to cover the cost of the chemicals used.

A good library is afforded the students. The best

chemical journals and publications are on file and a select list of reference books and other works in chemistry and allied subjects is at their disposal.

PHYSICS.

The physics department occupies the room in the east part of the basement of the main building. It is well lighted, heated and equipped with modern apparatus to do excellent work in experimental physics.

A partial list of the instruments includes Kater's bar pendulum, Victor Meyer's apparatus, linear expansion apparatus, Atwood machine, Packard's incline plane, impact apparatus, tensile strength machine, torsion apparatus, resolution of force table, elasticity apparatus, torsion pendulum, inertia apparatus, analytical and Jolly balances, spherometer, mechanical powers, stop watch, cathetometer of great accuracy, centrifugal force apparatus, air pumps, hydrometers, calorimeters, barometers, Boyle's law tubes, Charles' law apparatus, vacuum gauge, thermo-multiplier, vibrograph, siren, reflectors, sonometer, Kundt's apparatus, resonance apparatus, optical mirror, gratings, photometers, polariscope, various kinds of thermometers, voltmeters, ammeters, millivoltmeters, resistance boxes, Post Office bridge, standard cells, various galvanometers—including ballistic, dynamo, motors, induction coils; Wheatstone bridges, rheostats, transformer, earth inductor, wireless telegraph outfit, magnetometer, X-ray outfit, Holtz machines, commutator keys, telephone, alternating and direct currents, spectroscope, spectrometer, Fresnel Prisms, a four inch refracting astronomical telescope and numerous other instruments of precision. Many new pieces are being added. All ordinary experiments in courses of college physics can be performed exceptionally satisfactorily. The department has a

good stereopticon for class room use. Excellent reference books belonging to the department are also available to the students.

AGRICULTURE.

A Department of Agriculture is being organized and equipped. A competent and experienced specialist has been employed. The department has as a foundation, the

COLLEGE FARM.

of 150 acres, located just south of the campus, which makes possible courses in practical and scientific Agriculture, and

THE RICHARDSON GIFT.

which consists of 160 acres of the very best of McPherson county land, deeded by Mr. James Richardson, a retired farmer of Galva, Kansas, which has during the past year become available for the support of the department as a permanent endowment. The estimated value of the two farms is \$30,000.

COLLEGE ACTIVITIES.

THE STUDENT COUNCIL.

The student Council of McPherson College is the body governing all the student activities of the school. Its membership is made up of two representatives from each of the College classes, one from each of the Academy classes, and one each from the Commercial and Fine Arts departments. The Faculty is represented by two members.

ORATORICAL CONTESTS.

Two contests are held each year. Students of collegiate rank are eligible to entrance into the Inter-Colle-

giate Oratorical contest. The subjects to be treated are not limited to any particular field. The winner of the local contest represents our school at the state contest.

The Inter-Collegiate Prohibition Association Contest is open to students of advanced standing in any department. The contest is held in February. The orations must deal with some phase or phases of the liquor traffic. The prizes range from three to five dollars. The winner represents the local league in the State contest, with prospects of representing the state at the inter-state contest. Mr. Clay Young won both the contests of 1913.

THE BULLETIN.

The College Bulletin is published by the College quarterly in February, May, August and November. The May number is the catalogue. The publication will contain fresh news from the school and will be a great help toward keeping patrons and prospective students in touch with the institution.

LITERARY SOCIETIES.

There are two rival societies,— the Irving Memorial and the Iconoclast. These hold meetings each week which are open to the public. The Irvings have a hall on the third floor in the Main building and the Iconoclasts use the chapel.

LECTURE COURSES.

For a number of years the college has maintained a good strong lecture course given through the Midland Bureau. During the year 1912-1913 the following numbers appeared: The Meistersingers' Male Quartette; Ole Theobaldi Concert Party; Dr. H. W. Sears,

lecturer; Everett Kemp, reader, and the Imperial Concert Company.

For the year 1913-1914, the following have been secured: H. V. Adams, lecturer; Ash Davis, cartoonist; Gilbert Shorter Players; Victoria Lynn Concert Company; and Dr. Thomas McClary, lecturer.

The college has a lecture bureau which arranges with churches or schools to have our professors give lectures in localities within a reasonable distance from the college. The subjects are varied to meet the local needs. There is no charge for services except expenses. It is merely a "get acquainted" plan. Correspondence relative to the course is solicited. Address McPherson College Lecture Bureau for the details of the proposition.

THE ALUMNI ASSOCIATION.

The Alumni Association is composed of the graduates of McPherson College in the Collegiate and Normal courses, and the Academy graduates prior to the year 1904. It numbers something like 300 members. The purpose is to bind the graduates together in a loyalty for their alma mater. During Commencement week each year, the Alumni Reunion is held, at which time the members of the graduating classes are welcomed into membership in the Association. The affairs of the association are administered by an executive board of fifteen members. The officers of the Board for the year 1912-1913 are R. C. Strohm (N. '03), President; I. A. Toevs, (A. '99), Vice-President; E. L. Craik, ('10), Secretary and Treasurer.

THE DORMITORY.

The dormitory is under the supervision of the matron, who is employed by the Board of Trustees and de-

votes all her time to this work. Young people who come to college find in the matron a ready friend and adviser. She is assisted in her work by young men, who act as hall managers in the men's quarters. Rooms may be reserved in advance.

MISCELLANEOUS INFORMATION.

Students will find it to their advantage to enter at the beginning of the year.

All articles necessary for the student's comfort except such as are listed in the expense items will be furnished by the student himself.

The use of tobacco in any form, or intoxicating liquors, card-playing and gambling are prohibited on the college campus.

No secret societies are tolerated.

Students should provide themselves with proper clothing. Ladies especially should provide themselves with such clothing as will be appropriate and yet reduce the laundry bills. Members of the Church of the Brethren should dress in compliance with the rules of the church.

All students are expected to exercise self-control and to put themselves under restraints, which are necessary to maintain the dignity and purpose of the College.

The student whose deportment is such as to hinder others in their moral and scholastic attainments cannot be permitted to remain connected with the College.

All students not residents of McPherson are required to room and board in the College Dormitory unless special permission is obtained from the Board of Trustees to board elsewhere.

All students are expected to attend Chapel exercises regularly. In exceptional cases the Faculty may

grant an excuse, but no work, study, or practice of any kind will be accepted as excuse for non-attendance at these exercises.

Students are expected to attend Sunday School and preaching services each Sunday.

Students are not allowed to arrange for socials, class parties, or gatherings of any kind without first obtaining permission from the President.

Students, who wish to withdraw, must, as a condition of withdrawal in good and honorable standing, notify the president of their intention, and in case of minors, such notice must be accompanied by the written approval of their parents or guardian.

Students boarding with families, are subject to the same rules as students living in the College Dormitory in regard to study hours, attendance at Chapel, and Sunday services, receiving company, and all matters pertaining to their deportment. Families wishing to take students as roomers or boarders **MUST** arrange with the College management beforehand, and agree to see to it that the rules and regulations are observed.

A deposit of \$1.50 is required of each student rooming in the dormitory. This will be returned at the end of the year, on return of deposit receipt, if the room and furniture are left in good condition. Room deposit receipt is good for one year only.

Parents are urged to keep in touch with the school, and assist the faculty in bringing about the best results possible in the education and discipline of their children.

Visitors are always welcome. They should apply at the office of the president so that they may be entertained.

Students are registered at the beginning of each

quarter. Monday and Tuesday are used for enrollment. The first quarter for 1913-1914 will begin Sept. 8th.

CONFERENCE HOURS.

Hours are arranged whereby students may have private consultation with the teachers. The purpose is to enable the teacher to come into closer contact with the student than is otherwise possible. It is hoped that both patrons and students will appreciate this arrangement.

FELLOWSHIPS AND SCHOLARSHIPS.

Kansas University offers annually a fellowship valued at \$280 to one member of the Collegiate graduating class. The candidate is chosen by our faculty on the basis of scholarship and general ability and is recommended to the Graduate School of the University for election. The fellowship for the year 1913-1914 is held by Purl B. Way of McPherson, Kansas.

Other fellowships can be obtained at the University by ambitious graduates of our institution. McPherson College has had as many as three fellowships in Kansas University at one time.

There are arrangements whereby the person graduating at the head of the class in any of the various accredited high schools of the state may obtain a one year's scholarship in McPherson College.

The Curtis scholarship is offered by the Curtis Publishing Co., to any ambitious person desiring an education. It may be made to cover all necessary expenses of a year's schooling. Those who are interested may get necessary information regarding the scholarship by writing to the Curtis Publishing Co., Philadelphia, Pennsylvania.

LOAN AND SCHOLARSHIP FUNDS.

There are always some students who wish to go on with their education, but who are not financially able. It is to be hoped that many generous hearted men and women will open the way through giving scholarships which are equal to a year's tuition (\$60.00) for this purpose. There are several of these scholarships assigned already for next year and more would be assigned if they could be gotten from our friends.

Sunday Schools in other churches offer such scholarships as these. Why not many of our schools do the same? The Monitor Sunday school through J. D. Yoder and R. W. Baldwin has taken steps in this direction for 1913-1914. We are hoping that others will take up this plan. John Flickinger of Morrill, Kansas, has donated one four-year scholarship. Any who install scholarship later will receive mention in the August Bulletin. Further information will be gladly furnished on this subject.

OFFICIAL STUDY HOURS.

By order of the Board of Trustees, the official study hours are as follows: 8:00 to 12:30 a. m.; 1:30 to 4:30 p. m.; 7:30 to 10:30 p. m. All students are expected to retire at 10:30.

REPORTS TO PARENTS AND GUARDIANS.

Recognizing that it is only fair that patrons be informed respecting the progress of the young people whom they are sending us, the college makes a report once each quarter to the parents or guardians. The report contains the student's class grades and any other information that will promote a hearty co-operation between patrons and school.

EXPENSES.

One study, one-third tuition; two studies two-thirds and three studies full tuition. A quarter is 9 weeks.

Bookkeeping and Stenography are each equivalent to two studies.

Tuition, per quarter, including library and inci-

dental fees,	\$15.00
Tuition, per week	2.00
Rent, Typewriter, per quarter	4.00

Tuition in the above is for all courses except Music and Expression.

Special examination fee	1.00
Board per week	2.75

Board, fuel, room rent, library fees, physical training, tuition, Fall and Spring terms, each, 41.00

Board, fuel, room rent, library fees, physical training, tuition for Winter terms, each 44.50

Board, fuel, room rent, library fees, physical training fee, tuition for the full year, paid in advance 165.00

Expenses are payable quarterly, cash in advance. Settlement is required before a student is enrolled for class work.

No reduction for absence will be made for less than four weeks.

Holiday vacation at week rates in the dormitory.

Students leaving on account of sickness will be charged at week rates and the balance will be refunded.

Students who are suspended or expelled will receive no refund.

Those who discontinue their work for other causes will be charged at week rates, and will receive a due bill for the amount of tuition unused, provided

satisfactory reasons are given for withdrawing. Such due bill is not transferable, except to members of the same family. In such cases, dormitory expenses will be figured at week rates and balance refunded.

Text books and stationery are kept on sale at the college Book Store and are sold for cash only. Students should bring with them any text books that they may have on hand. Students will bring sheets, pillow-cases, pillows, napkins, blanket, comfort, rug, and other articles they wish, in order to make their room attractive. Students voluntarily rooming alone, two rates for room rent and fuel.

LABORATORY FEES.

Chemistry, Advanced Physics, Biological Branch-	
es, each, per quarter.....	\$2.50
Physics, Course 1, 2, 3b. and 4b. each, per quarter	1.50
Physiology, per quarter	1.25
Astronomy and Zoology, each per quarter	1.00
Botany and Geology, each per quarter .....	.50

GRADUATING FEE, INCLUDING DIPLOMA

College Post Graduate.....	\$10.00
All other departments.....	5.00

For further information address, McPherson College, McPherson, Kansas.

THE COLLEGE

NATURE AND SCOPE.

The course of study, four years in length, leads to the degree Bachelor of Arts. A certain amount of work is specifically required for the degree and a certain amount is elective and is known as major and minor electives.

The purpose of this is to allow a student to select a certain line as a major under certain restrictions which still allows for enough open work to give him an acquaintance with other fields of knowledge than the one in which he has chosen to major.

ADMISSION.

Students may be admitted to full standing by presenting a certificate of graduation from any accredited high school or academy of recognized standing, or they must show by examination that they are able to pursue satisfactorily the courses offered.

CANDIDATES FOR ADMISSION.

All candidates must present a detailed statement of their preparatory work, properly signed.

Students coming from high schools or academies partially accredited, on presenting proper credentials may be allowed to pursue subjects of college rank, if the deficiency is three or less units, while completing the academy work.

Applicants for admission should present themselves at the College on Monday, Sept. 8, or Tuesday, Sept. 9, 1913. The work of registration will be enhanced by mailing certificates and credentials to the college before September 1st.

Fifteen units in all are required for admission to

full standing in the College. The following units are required:

1. Three units of English;
2. Two and one-half units of Mathematics;
3. Three units of Language;
4. One unit of Science;
5. One unit of History.

Two units of the remaining may be elected from Agriculture, Commercial branches, Domestic Science, Domestic Art, Stenography, Music, Drawing, Forging, or Woodworking.

A unit is a subject (like Latin, for example) running for at least thirty-six weeks, four recitations a week, with at least sixty minutes for each recitation.

STATE CERTIFICATE.

Those who complete our college course including the Education here outlined, will receive from the State Board of Education, a State Certificate for three years. After having taught successfully two of the three years and having shown a satisfactory interest in the literature of the profession, a Life Diploma will be issued. The only examinations are those given by the College when the studies are taken. Following is an outline of the Education required:

1. A course of 4 hours in History of Education.
2. A course of 3 hours in Philosophy of Education.
3. A course of 3 hours in School Administration.

All above courses to be given by the Professor of Education.

4. One teachers' course of twenty weeks in some other department of the institution, which must include (a) a broad review of the field in which the course is given; (b) a development of the principles involved in the successful teaching of the subject and its corre-

lates in the secondary schools of the state; (c) a study of the comparative value of authorities and methods and the uses of material aids in teaching; and if possible, (d) actual practice in teaching for not less than ten weeks.

REQUIRED SUBJECTS [55 hours.]

Freshman.

Physiology, 8 hours.	Rhetoric, 5 hours.
Chemistry, 5 hours.	Mathematics, 4 hours.

Sophomore.

Psychology, 3 hours.	Economics, 3 hours.
History, 8 hours.	

Junior.

Literature, 4 hours.	Bionomics, 4 hours.
O. T. Laws and Institutions, 4 hours.	

Senior.

Ethics, 3 hours.	Theism, 4 hours.
------------------	------------------

Note:—Students entering without Physics or Botany, are required to take the same. Collegiate credit is given.

ELECTIVE SUBJECTS.

The student must elect thirty hours in some approved groups of subjects. Twenty hours work must be elected from one subject of the group, and ten hours from the other.

SUGGESTED MAJOR COURSES.

1. Philosophy and Bible.
2. Education and Philosophy.
3. Language and English.
4. English and History.

5. History and Social Science.
6. Mathematics and Physics.
7. Chemistry and Physics.
8. Biology and Chemistry.

NOTES ON ELECTIVES, REQUIREMENTS, AND COURSES.

1. Candidates for the Bachelor of Arts degree must elect thirty hours work from some major group, of which twenty hours must be from one department. Consultation with the head of the department as early as possible is advised, so that the work may be correlated and outlined.

2. Candidates desiring to major in any other combination of courses than those listed above must consult with the classification committee.

3. Candidates for degrees must complete 120 hours work.

4. Fifteen hours work per semester constitutes regular work. Students desiring to carry more than this must confer with the Classification Committee.

5. A subject carried for eighteen weeks, reciting four days a week, constitutes four hours.

6. Students may not drop studies or change courses except by consent of the classification committee.

STATE INSPECTION.

The State Board of Education sends, each year, a visitor to inspect our equipment. Upon his report to the Board depends our standing as an accredited college.

COURSES OF INSTRUCTION

BIOLOGY.

DOCTOR HARNLY.

MR. NININGER.

An introduction to the study of the animal kingdom for students who have not presented Zoology for entrance. The course consists of text-book, lectures, laboratory and field work.

1. Invertebrate Zoology.— A study and dissection of types of invertebrates. Notes on lectures and laboratory work, drawings of dissections. Collection and classification of insects. The relation of insects to agriculture and disease **First semester, 4 hours.**

2. Vertebrate Zoology.— A study and dissection of types, lectures and laboratory notes, text and reference reading, drawing of dissections. Economic Zoology and other subjects relating to animal life. Occasional field trips. **Second semester, 4 hours.**

3. Entomology.— A text-book, lecture, laboratory and field course, with special reference to agriculture and disease and the developmental theories.

First semester, 3 hours.

4. Binomics. — A lecture and reference reading course in the study of life with special reference to ecological, developmental, and historic problems.

Second semester, 4 hours.

The Physiological department is equipped with modern apparatus for demonstration and experimental work. The apparatus consists of microscopes, charts, manikins, skeletons, slides, etc. The department has a good reference library.

5. Physiology. — A Collegiate and Normal course open to senior normal and freshman collegiate students. Lectures, text-book and reference readings, lab-

oratory work including the preparation, study, and drawing of the principal tissues of the body. Notes and outline required.

First semester, 4 hours.

6. Physiology. —Continuation of Course 5. The last twelve weeks will be devoted to the subjects of reproduction and sex, personal hygiene, public health, and sanitation.

Second semester, 4 hours.

7. Botany. — Morphology, Physiology, and Ecology of plants. Lectures, reference reading, and laboratory work.

First semester, 4 hours.

8. Botany. — Continuation of Course 7.

Second semester, 4 hours.

9. Ornithology.—A Field Course, making a list of the local birds, their seasons, nesting habits, food, etc., and a collecting and preparing of skins.

First semester, 4 hours.

10. Ornithology.—Field course. Continuation of course 9.

First semester, 3 hours.

11. Physiological and Economic Aspects of the Liquor Problem.

Second and third quarters, 1 hour.

CHEMISTRY

PROFESSOR —————

MISS TIPTON.

1. General Inorganic Chemistry.—This course is designed as a prerequisite to all the other courses in chemistry and as a subject of general culture. The aims are, 1st. to acquaint the student with the fundamental principles of chemical activity; 2nd. to develop his

abilities in observation and induction and in laboratory manipulations; and 3rd. to present the applications of chemistry to his daily life and to the useful arts. Comprises a study of the non-metals and their compounds. Recitation, three hours per week; laboratory, six hours per week. Required of freshmen.

First semester, 5 hours.

2. General Inorganic Chemistry.— A continuation of course 1. Students who are taking a scientific course are advised to take this course. Required of students who expect to take advanced work in chemistry. Embraces a study of modern chemical theories, a careful study of the laws and typical reactions and a comprehensive study of the general properties, tests, and reactions of the common metals. Thesis and abstracts of readings required. Recitations, three hours per week, laboratory, six hours per week.

Second semester, 5 hours.

3. Qualitative Analysis.— Comprises a study of the methods used in the detection of the common metals and acids and a systematic analysis of unknown solutions and solids. Lectures, two hours per week; laboratory, nine hours per week. Abstracts of lectures and readings required.

First semester, 5 hours.

4. Quantitative Analysis.— Chiefly a laboratory course in Gravimetric and Volumetric determinations. Lectures one hour per week. Includes a study of the reactions met with in the laboratory and the methods used in analysis. Laboratory, ten hours per week.

Second semester, 5 hours.

5. Agricultural Analysis. — Analytical chemistry applied to agricultural materials. Includes a quantitative analysis of milk, butter, food-stuffs, fertilizers,

soils, etc. Chemistry 4 a prerequisite. Abstracts of readings and a thesis required of each student. Recitations and lectures, two hours per week; laboratory, nine hours per week.

Second semester, 5 hours.

6. Organic Chemistry.— A study of the aliphatic and aromatic compounds and their preparation. Lectures and recitations, three hours per week; laboratory, six hours per week.

First semester, 5 hours.

7. Sanitary and Applied Chemistry. — A course designed to accommodate those students who have finished Chemistry 1, and desire to pursue a course related directly to their household life. Includes a study of household sanitation, foods, cleaning materials, dyeing, etc. Recitations, two hours per week; laboratory, four hours per week.

Second semester, 4 hours.

8. Water Analysis.— Chiefly a laboratory course in the mineral and sanitary examination of waters. Informal lectures on the methods and interpretations of water analysis. Nine hours per week required in the laboratory.

First semester, 3 hours.

9. History of Chemistry.—A study of the history of chemistry from the earliest times to the present day. Students who expect to teach chemistry are especially advised to take this course. Recitations and lectures, two hours per week. By appointment.

First semester, 2 hours.

EDUCATION.

DOCTOR CLEMENT.

PROFESSOR BALDWIN.

1. General Psychology. — A sophomore course. The simple facts and truths of the human mind and its

development taught in a simple way. Very helpful to teachers. James's Psychology, Briefer Course, with lectures, discussions and special reports from James's Principles of Psychology, Royce, Judd and Angell, Titchener and Wundt. Three hours, first semester. Three hours credit.

2. History of Education.— A general introduction to the world's greatest educators and systems of education, and to the development of educational theory and practice. Lectures, text-book study, essays, and reference reading, Monroe's History of Education, Laurie's Pre-Christian Education, Cubberly's Syllabus.

First and second semesters, 8 hours.

3. Principles of Education.— A course of lectures and readings designed to give the student a general knowledge of the problems of education. Such topics as the Culture Epoch Theory, Formal Discipline, Motor Education, and The Social Aspects of Education, will be considered. Readings from Bagley, Bolton, Dewey, Horne and others.

Second semester, 3 hours.

4. School Administration. — This course considers the specific problems of class room management, as, programs, courses of study, etc., with a wider view of administrative work, covering the essentials of school law, school financing and comparative study of different state systems. Bagley's Class Room Management is used at the beginning of the course. Dutton & Snedden, Draper, Cubberly and the U. S. Commissioner, will be referred to in the latter portion.

5. Methods. — The essentials of class room technique. The aims, conditioning factors, and methods of procedure of the teaching process. Thorndike's Principles of Teaching, supplemented by the McMurry books

and Bagley's Educative Process will be used as points of departure.

Second semester, 3 hours.

6. Ethical Principles Applied to Education.— Texts, Saddler and Sisson and Dewey. Prerequisite, Psychology and Ethics.

Second semester, 3 hours.

7. Advanced Educational Problems.— An examination of present school practices and experiments in elementary, secondary and higher schools. Dearborn's Bulletins, Thorndike's Articles and Ayre's Laggards in the Schools, will be used.

Second semester, 3 hours.

ENGLISH LANGUAGE AND LITERATURE.

PROFESSOR LONG.

MISS TROSTLE.

MISS DETTER.

7. Rhetoric and Composition.— Themes, exercises, and informal lectures; rhetorical theory. Required of all Freshman not offering for entrance a fourth unit in English composition

First semester, 3 hours.

8. Rhetoric and Composition.— A continuation of course 7. Required of all Freshman not offering for entrance a fourth unit in English composition.

Second semester, 2 hours.

(Note: Credit for 7 and 8 is provisional and will be withdrawn if subsequent use of English falls below the standard.)

9. Argumentation.— Prerequisites, Courses 7 and 8. A study of the principles, with exercises and briefs.

First semester, 2 hours.

10. Public Speaking.— The composition of public addresses; gathering and arranging of material, choos-

ing subject. Principal forms of public speeches covered.

First semester, 2 or 3 hours.

11. Continuation of Course 10. — Presentation of the various forms of public addresses; gestures, bearing, means of appeal.

Second semester, 2 or 3 hours.

12. History of English Literature.— General history, supplemented with class study of representative authors, and with library reading. (Manly and Long's English Literature.)

First semester, 4 hours.

13. American Literature.— Lectures, library reading, and class study. This course is designed to be a general introduction to the field of American Literature.

Second semester, 4 hours.

14. Browning and Tennyson.— A general introduction to the works of both authors, with interpretative study of representative poems.

Second semester, 2 or 3 hours.

15. Shakespeare. — A reading-study course intended to furnish the student a familiarity with Shakespeare's plays. Lectures, theses, library work, class discussion.

Both semesters, 3 hours.

FRENCH.

PROFESSOR LONG.

1. Elementary French.—Frazer and Squair's Shorter Course. Practice in pronunciation and syntax. Dic-

tation and composition Easy reading, such as *Le Français et sa Patrie*, and Super's reader.

First semester, 4 hours.

2. Elementary French.—Continuation of Course 1.

Second semester, 4 hours.

3. French Prose Writers.—Translation of some of the works of Sand, Anatole France, Souvestre, Hugo, and others. Composition.

First semester, 4 hours.

4. French Prose Writers.—Continuation of Course 3.

Second semester, 4 hours.

GEOLOGY.

DOCTOR HARNLY.

The department has a good collection of minerals, fossils, and rocks, as well as a good reference library. McPherson County is especially rich in geological formations and fossils.

The course consists of a study of the most important minerals and rocks, the elements of crystallography, lectures, text-book, reference readings, notes on lectures, field work. A collection of rocks, minerals, and fossils, and a thesis required.

First semester, 4 hours.

GERMAN.

PROFESSOR CRAIK.

1. German Grammar.—Twenty-two lessons of Carruth-Otis's Grammar, with composition exercises, and about fifty pages of Carruth's Reader.

First semester, 4 hours.

2. Continuation of Course 1.—German Reader completed. Other easy reading exercises. A study of the

word order and the use of the auxiliary verbs.

Second semester. 4 hours.

3. Grammar Review and Reading. — Review of Grammar directed to the details of government, use of the modal auxiliaries, of the subjunctive, and of word order. Practice in writing German from dictation at least eighteen exercises. Classics will be selected from the following: Immensee, Germelshausen, Grimms' Maerchen, Der Zerbrochene Krug, Die Blinden.

First semester, 4 hours.

4. Continuation of Course 3. — The translation of twenty-five pages of simple English into German. Classics will be selected from the following: Ein Sommer in Deutschland, Der Bibliothekar, Der Neffe als Onkel, Das Kalte Herz, Burg Neideck.

Second semester, 4 hours.

5. German Classics.—Will be selected from the following: Wilhelm Tell, Doktor Luther, Ekkehard, Hermann und Dorothea, Die Journalisten.

First semester, 4 hours.

6. German Classics.—Will be selected from the following: Maria Stuart, Der Dreissigjaehrige Krieg, Die Jungfrau von Orleans. **Second semester, 4 hours.**

GREEK.

PROFESSOR CRAIK.

1. Beginning Greek.—Text, Ball. Mastery of grammatical principles, acquisition of vocabulary, and practice in reading. The relation of the language to the English language is emphasized.

First semester, 4 hours.

2. Beginning Greek. — Continuation of Course 1. Special emphasis laid on irregular verbs, enlargement of vocabulary, and use of idioms. Preparation for an intelligent reading of the Anabasis.

Second semester, 4 hours.

3. Xenophon. —Anabasis — Text, Goodwin and white. The thrilling account of the march of the ten thousand (four books), drill on syntax, references to Goodwin's Grammar.

First semester, 4 hours.

4. Homer:—The Iliad.— Text, Seymour. Study of epic poetry, life in the Homeric Age, Homeric style, syntax, prosody, etc.

Second semester, 4 hours.

5. Xenophon. —Memorabilia, or Lysias' Selected Orations. Historical aspect of the productions, literary value, syntax, etc.

First quarter, 2 hours.

6. Plato.— Apology of Socrates. An interesting insight into the inner life of the philosopher of the ages.

Second quarter, 2 hours.

7. Sophocles. —Oedipus Rex or Antigone. The presentation of the great religious idea of the Greeks, namely, the righteous indignation of the gods.

Third quarter, 2 hours.

8. Demosthenes.—Oration, De Corona. This is the greatest effort of the life of Demosthenes. A study of the merits of the production, style, syntax, etc.

Fourth quarter, 2 hours.

9. New Testament.—The four Gospels. Translation and interpretation, critical study of selected portions, special emphasis on word study. (May be substituted for course 3)

First semester, 4 hours.

10. Continuation of Course 9.— Special attention paid to the epistles. (May be substituted for course 4.)

Second semester, 4 hours.

HISTORY.

PROFESSOR BALDWIN.

1. **History of Education.**—A general introduction to the world's greatest educators and systems of education, and to the development of educational theory and practice. Lectures, text-book study, essays, and reference reading, Monroe's History of Education, Laurie's Pre-Christian Education, and Cubberly's Syllabus.

First and Second semesters, 6 hours.

2. **Mediaeval and Modern History.** — Robinson's History of Western Europe will be used as an outline. Discussions, essays and reports.

First semester, 4 hours.

3. **English History.**—A brief outline of the history of earlier England followed by a more careful study of the periods of the Tudors, Stuarts and the House of Brunswick.

Second semester, 4 hours.

4. **Greek and Roman History.**—A survey of the national life of the countries with a view of obtaining an insight into their civil and social organizations and their connection with the present. Text will be used with frequent reference to the standard works.

First semester, 4 hours.

5. (a) **The Period of the Protestant Revolution.**—A study of the causes, leading events, and social conditions of the Protestant Revolt.

Second semester, 1½ hours credit.

5. (b) **French Revolution.**—A study of conditions in France during the eve of the period and the resulting events.

Second semester, 1½ hours credit.

6. **Bible History.** —Two years. See Collegiate Bible course.

LATIN.

PROFESSOR CRAIK.

Note:—Three years of Latin are required before taking course 1. For the third year either Cicero or Vergil may be counted. No combination of Caesar, Cicero, and Vergil will be accepted. The following courses are recommended to those intending to teach Latin: 1, 2, 3, 4, 5, 10, 11, and 12.

9. Cicero.— De Amicitia or De Senectute. This serves as an introduction to the philosophy of the times. Grammar review, syntactical drill, and an outline of the production. Composition one hour a week.

First quarter, 2 hours.

10. Ovid.— Selected passages. With this a brief study of Greek and Roman mythology and the life of Ovid. Prose composition. Must be preceded by course 1.

Second quarter, 2 hours.

11. Tacitus. — Germania or Agricola. Study of style, syntax, and diction. Political conditions of the times reviewed. Composition once a week. Must be preceded by Course 2.

Third quarter, 2 hours.

12. Terence. — Phormio or Andria. Short study of Roman comedy and the great comedians. Plot and character study. Prosody and syntax considered. Prose composition. Must be preceded by Course 3.

Fourth quarter, 2 hours.

13. Horace. — Odes and Epodes. Study of prosody and metrical reading, social, political, and literary history of the Augustan Age.

First quarter, 2 hours.

14. Livy. — (One book)—A brief study of Livy's qualifications as an historian; his style, and an inquiry into his sources.

Second quarter, 2 hours. (Not offered 1913-1914.)

15. Pliny. — Selected Letters. Includes a short study of Pliny's life, private and public, his literary career, and the reading of representative epistulae.

Second quarter, 2 hours.

16. Juvenal. — Satires. Social life of the times, Roman religion and philosophy, Juvenal's purpose in writing. Peculiarities of style and syntax are noted.

Third quarter, 2 hours. (Not offered 1913-1914.)

17. Plautus. — The Captivi. Roman comedy, dramatic entertainments, actors, stage, etc., studied as an introduction.

Third quarter, 2 hours.

18. History of Roman Literature. — Text, Mackail's Latin Literature. Recommended to those expecting to teach Latin.

Fourth quarter, 2 hours.

19. Private Life and Institutions of the Romans.

Text: Johnson's Private Life of the Romans. Three years of academic Latin prerequisite. Required of all wishing recommendation from the department as teachers of Latin.

First semester, 2 hours.

20. Prose Composition. — Must be preceded by Course 11.

Second semester, 2 hours..

MATHEMATICS.

DOCTOR FRIZELL.

Mathematics 6.— Plane trigonometry. Required of all college students.

First semester, 4 hours.

Mathematics 7.— Elementary assurance theory. In-

terest, annuities, life contingencies. Prerequisite, Mathematics 6.

Second semester, 4 hours.

Mathematics 8.— Solid geometry.

First semester, 4 hours.

Mathematics 9.— Analytic geometry. Two hours.
Prerequisite, Mathematics 6.

Mathematics 10.— Calculus. Three hours. Prerequisite Mathematics 9.

Mathematics 11.— Mathematical epistemology. Historical review and logical criticism of the axioms and methods.

Second semester, 4 hours.

PHILOSOPHY AND PSYCHOLOGY.

DOCTOR CLEMENT.

PROFESSOR BALDWIN.

1. General Psychology.— A Sophomore course. The simple facts and truths of the human mind and its development. James's Psychology, Briefer Course, with lectures, discussions and special reports from James's Principles of Psychology, Judd and Angell, Royce, Titchner and Wundt.

First semester, 3 hours.

2. Advanced Psychology. — A general survey of the scope and field of psychology with reference to definite problems. A brief comparison of animal and human behavior. A detailed study of the processes of habit, attention, association, consciousness, etc. Some laboratory experiments introductory to special courses will be given. Lloyd Morgan, Hobbhouse, Titchner, Judd and James's Prin. Vol. I and II will be used.

Second semester, 3 hours.

3. Ancient History of Philosophy.— A course in

the history of philosophical systems with lectures and discussions. Text and classics.

First semester, 3 hours.

4. Modern History of Philosophy. — A study in the theory of knowledge. An attempt is made to discover other problems of significance in the fields of ethics, logic, psychology and the social science. Classics by philosophers are used as texts, supplemented by lectures, reference readings and theses.

Second semester, 3 hours.

5. Ethics. — General investigation of the ethical principles underlying all true, individual, social and national development. Dewey and Tuft's Ethics with reference to McKenzie, Wundt, Paulsen, Sedgwick.

First semester, 3 hours.

6. Ethical Principles Applied to Education.— Continuation of 5.

Second semester, 3 hours.

7. Christian Theism. — A study of the nature and conditions of the Theistic proof, and of the philosophical basis of the conception of the Christian God. Four hours. Lectures, text, discussion.

A COLLEGE COURSE A STUDY IN PHILOSOPHY.

It is the purpose of a Collegiate course to give the student a proper foundation for his philosophy of life. In order that he may be given a true conception of reality, it is necessary to put him into touch with those great thinkers who have thought so much of truth. It is especially the mission of the Christian College to show in its true significance the influence of Christ's teachings in the evolution of modern society. The outcome of such a collegiate course is not simply a degree to be attached to one's name, nor yet a state of cul-

ture, but a true conception of life and a character in harmony therewith.

POLITICAL ECONOMY, POLITICAL SCIENCE, AND SOCIOLOGY.

PROFESSOR BALDWIN.

1. **Economics.** —The principles of economic life are studied with constant reference to the economic aspects of legal and political problems and to the development of the United States. Certain topics of applied economics, such as trusts, socialism and tariff, are selected for more extended discussion in the light of these principles. Much of the class-room work takes the form of free, oral discussion. A fundamental aim is to aid the students to think with accuracy, insight, and sound judgment, for themselves. Seager, *Introduction to Economics*; Hadley, *Economics*; Bullock, *Selected Readings in Economics*, and parallel reading.

First semester, 3 hours.

2. **Elements of Sociology.**—Idea of social law; society and natural environment; original types of mind and character, the capacity for co-operation, the cultural beliefs and the economic, legal and political habits of peoples; early forms of the family; the origins, structures and foundations of the clan, the organization of the tribe, the rise of tribal federations, tribal feudalism, and the conversion of the gentile into a civil plan of social organization; social tasks and functions; social abnormality; the social mind; guidance of the public mind; a general theory of society.

First semester, 3 hours.

3. **Social Aspects of the Liquor Problem.**—A study of the development of the problem in the nineteenth century, its present importance, and its connection with general reform movements.

4. Political Science.—An introduction to a study of the theories of the State, Government, and Legislation, with emphasis on their practical application. Grettell's Introduction to Political Science with his accompanying readings are used as a basis of study.

First semester, 4 hours.

PHYSICS.

PROFESSOR _____

MR. HORNING.

1. Elementary Physics.—Mechanics, molecular physics and heat. Three hours recitation, 4 hours laboratory.

First semester.

2. Elementary Physics. — Electricity, magnetism, sound and light. Three hours recitation, 4 hours laboratory.

Second semester.

Courses 1 and 2 are the courses offered in the fourth year academy. They are required of all students who do not offer them for entrance credits. To such students 5 hours college credit will be given for the year's work.

3a. General College Physics.—Mechanics, molecular physics, and heat. This is a general college course giving a basis for advanced work in science of engineering, and showing the place of physical science in the modern world. Recitations and lectures three hours per week. Prerequisites, physics 1 and 2, chemistry 1, and mathematics 3.

First semester, 3 hours.

4a. General College Physics.— Magnetism, electricity, sound and light. Course is a continuation of course 3a. Recitations and lectures three hours per

week. Prerequisites are same as for 3a.

Second semester, 3 hours.

Note. Courses 3a and 4a should be accompanied by laboratory courses 3b and 4b. These courses should all be taken by students expecting to teach physics in the High school, also those pursuing science or mathematics.

3b. Experimental Physics.— Mechanics, molecular physics, and heat.

First semester, 2 or 3 hours.

4b. Experimental Physics— Magnetism, Electricity, sound and light.

Second semester, 2 or 3 hours.

TWO-YEAR GENERAL ENGINEERING COURSE

(A revision of the course hitherto called the Pre-engineering course.)

Purpose. — In most of the Engineering schools the work of the first year is identical in all courses and continues nearly so until the end of the Sophomore year. The Two-Year General Engineering Course has been designed to meet the requirements of: First, those of our students who intend to enter engineering schools later and wish to take the proper subjects and keep their work so arranged that they lose neither time nor credit; Second, those who wish engineering work, but cannot afford the more expensive schools or wish to spend their earlier years in the atmosphere of the denominational college.

Equipment. — McPherson College is well equipped to carry on the work offered. Each subject is given by a fully competent instructor and the same thoroughness and proficiency is required of the student as would

be demanded in the best engineering schools.

Admission. —The same requirements are made of students entering the course as are made to the School of Engineering of Kansas University. The student may enter by examination, or by certificate from a fully accredited high school, preparatory school, or academy. For those who must enter by examination, the regulations are the same as outlined under the Collegiate Department. The student may enter though deficient in some of the requirements as laid down, providing such deficiency does not exceed two units. All such deficiencies may be made up in the Academy and within such time as shall be fixed by the classification committee.

An entrance unit represents five periods a week of not less than forty minutes each for thirty-five weeks. In making up deficiencies in the Academy, one unit of academic credit represents one unit of entrance credit.

The following are the subjects required for admission:

SUBJECTS FOR ADMISSION.

Fifteen units are required.

REQUIRED.	OPTIONAL.
Mathematics, algebra and plane and solid geometry ..3 units	Latin .... ..3 units
English .....3 units	German .....3 units
Foreign Language	French .....3 units
(May be French, German, or Latin),	Greek .....3 units
3 units of one or 2	Greek and Roman
units of any one	History ....1 unit
and 1 unit of any	Mediaeval and Mod-
other .....3 units	ern History ....1 unit
Physics ....1 unit	English History ....1 unit
Free-hand or mech-	American History ..1 unit
anical drawing ..1 unit	Chemistry .. ..1 unit
—————	Higher Algebra ..½ unit
Required ....11 units	Plane Trigonome-
Optional .....4 units	try .. ..½ unit
—————	Physical Geo. ½ or 1 unit
Total ....15 units	Botany .. ..1 unit
	Physiology .. ..1 unit
	Economics ...½ or 1 unit
	Zoology .. ..1 unit
	Manual Training ..1 unit

Four units must be chosen from the optional list.

Courses. — With the exception of Shop Work, the courses offered are equivalent to those offered by the best Engineering schools and have been designed in particular to correspond with the work required in the University of Kansas. During the second year the student may elect from certain subjects according to the particular branch of Engineering science which he intends to pursue. For those who wish to continue their work, McPherson College offers for certain En-

gineering courses, advanced work in mathematics, chemistry, biology, etc. For a description of the courses, see the Collegiate department.

TWO YEAR GENERAL ENGINEERING COURSE.

	FRESHMAN.	SOPHOMORE.
FIRST SEMESTER.	College Rhetoric, 4 hours. Chemistry I., 5 hours. French or German, 4 hours. Univ. Algebra and Trigonometry, 4 hours.	College Physics, 5 hours. Analytics, 2 hours. Calculus, 3 hours. Mechanical Draw., II., 2 hrs. Psychology, 4 hours. *Chemistry III., 5 hours. *Biology, 5 hours. *Surveying, 3 hours.
SECOND SEMESTER.	College Rhetoric, 4 hours. Chemistry II., 5 hours. French or German, 4 hours. Univ. Algebra and Trigonometry, 2 hours. Mechanical Drawing I., 3 hrs.	College Physics, 5 hours. Analytics, 2 hours. Calculus, 3 hours. Descriptive Geometry 3 hrs. Economics, 4 hours. *Chemistry IV., 5 hours. *Biology, 5 hours. *Geology, 5 hours.

*Elective.

THE ACADEMY

FACULTY.

JOHN ADDISON CLEMENT, A. M., Ph. D.
President.

ONIAS BARBER BALDWIN, A. M.,
Professor of Education and History and Principal
of the Academy.

HENRY JACOB HARNLY, A. M., Ph. D.,
Professor of Biology.

ARTHUR BOWES FRIZELL, A. M., Ph. D.,
Professor of Mathematics.

ELMER LEROY CRAIK, A. M.,
Professor of Latin and German.

EDGAR FAUVER LONG, A. M.,
Professor of English.

Professor of Physics.

CHARLES L. ROWLAND,
Director of Vocal Music.

EDNA BELLE DETTER, A. B.,
Instructor in Expression.

EVELYN MAE TROSTLE, A. B.,
Instructor in Latin and English.

ROBERT E. MOHLER, A. B.,
Professor of Agriculture.

ELLIS M. STUDEBAKER,

Instructor in Bible.

LILY OYZELLA HAWKINSON,

Instructor in History.

ELIZABETH CULP, Pd., B.,

Instructor in Domestic Art and Science.

HARVEY HARLOW NININGER,

Assistant in Biology.

SAMUEL DALEN HORNING.

Assistant in Physics.

PURPOSE.

The Academy is intended to prepare students for the corresponding courses in the college. For those who are unable to pursue their education further, these courses will serve as the best preparation for practical life.

ADMISSION.

Students may be admitted without examination by presenting a county superintendent's diploma, or an equivalent promotion card to high school, or a certificate to teach. They may also be admitted by examination in such of the common branches as are of special importance in pursuing academic studies.

Students may be admitted to advanced classes on presenting certificates of honorable dismissal from approved schools together with a statement of work done, signed by the proper authority.

DEFICIENCIES.

Students who are not prepared to enter the academ-

ic course and those desiring to prepare for examinations will be given instruction in the common school branches.

REQUIRED WORK.

Students in the academy carry four courses of regular study, reciting four times a week. A year's work in one study is counted one unit. Students are entitled to graduate when they have completed 15 units together with one year of Vocal Music.

STUDY.

At the beginning of each semester a schedule card is filled out for each student, giving the studies and the hours for recitation for each day in the week. From this program the student is expected to arrange a study program which he will follow. A large and well equipped study room is provided in the library.

ORGANIZATIONS.

The Literary Societies of the school are open to the Academy student.

Students of the Academy are eligible to membership in the Christian organizations of the young men and the young women and to the mission study classes of the college.

The Prohibition League offers an excellent opportunity to become acquainted with the problems involved in the solution of the liquor traffic. An essay contest is held each year to which any student in the Academy is eligible.

DIPLOMA.

Students completing the Academy will be granted a diploma.

THE NORMAL TRAINING COURSE.

McPherson College Academy has been approved by the State Board of Education in regard to its Normal Training Course. Students, who complete this course and pass an examination given by the State Board of Education will receive a two-year certificate. This certificate is good anywhere in Kansas.

EDUCATION LIBRARY.

There are between two and three hundred books of pedagogy on the professional branches. These are up-to-date books. The texts used in class are the latest editions of the strongest writers. The library method is used largely in the teaching of the professional branches. Special pains are taken to have the student here get an appreciation, and the significance of the whole movement of education, and to get, further, the value of education as a study in itself. All the best education magazines are accessible to the student.

COURSES OF STUDY.

BOTANY.

1. **Botany.**— Elementary Botany. An introduction to plant structures and relations. Ecology and Economic Botany. Regular textbook work, recitations supplemented by lectures. Laboratory work four hours a week. Drawings and notes required, besides a collection and classification of plants. Occasional field trips during the year. **First semester, $\frac{1}{2}$ unit.**

2. **Botany.** — A continuation of Course 1. **Second semester, $\frac{1}{2}$ unit.**

ENGLISH.

These courses are planned to give (1) command of clear, correct English, and (2) to cultivate a taste for

good literature. The reading-study outline of the Uniform Entrance Requirements for English is followed. These courses are as follows:

English 1. — Rhetoric and Composition. (Her-
rick and Damon.) Elementary principles and practice
in composition, including grammar review; the word,—
usage, number, and choice. Reading and study of clas-
sics. **First semester, 4 hours.**

English 2. — Continuation of Course 1.
Second semester, 4 hours.

English 3. — Rhetoric and Composition contin-
ued. The principles governing the sentence, the para-
graph, and the whole composition. Kinds of composi-
tion. American Literature (Newcomer's.) An elemen-
tary introduction to the field of American literature.
Reading and study of classics. **First semester, 4 hours.**

English 4. — Continuation of Course 3.
Second semester, 4 hours.

English 5. — English Literature (Newcomer's.)
A course corresponding to American Literature. Prim-
arily biographical, with the general features of social
background, and historical movements. Reading and
study of classics. Oral composition.
First semester, 4 hours.

English 6. — Continuation of Course 5.
Second semester, 4 hours.

GERMAN.

1. German Grammar— Twenty-two lessons of Car-
ruth-Otis's Grammar, with composition exercises, and
about fifty pages of Carruth's Reader. **First semester,**
1½ unit.

2. Continuation of Course 1— German Reader com-
pleted. Other easy reading exercises. A study of the

word order and the use of the auxiliary verbs. **Second semester, $\frac{1}{2}$ unit.**

3. Grammar Review and Reading.— Review of Grammar directed to the details of government, use of the modal auxiliaries, of the subjunctive, and of word order. Practice in writing German from dictation, at least eighteen exercises. Classics will be selected from the following: Immensee, Germelshausen, Grimms' Maerchen, Der Zerbrochene Krug, Die Blinden. **First semester, $\frac{1}{2}$ unit.**

4. Continuation of Course 3.— The translation of twenty-five pages of simple English into German. Classics will be selected from the following: Ein Sommer in Deutschland, Der Bibliothekar, Der Neffe als Onkel, Das Kalte Herz, Burg Neideck. **Second semester, $\frac{1}{2}$ unit.**

5. German Classics.— Will be selected from the following: Wilhelm Tell, Doktor Luther, Ekkehard, Hermann und Dorothea, Die Journalisten, Die Jungfrau von Orleans. **First semester, $\frac{1}{2}$ unit.**

6. German Classics.— Will be selected from the following: Maria Stuart, Der Dreissigjaehrige Krieg. **Second semester, $\frac{1}{2}$ unit.**

HISTORY.

1a. Ancient History.— A study of the Oriental nations, Greece and Rome. **First semester, $\frac{1}{2}$ unit.**

2a. Mediaeval and Modern History.—A study of the history of the European countries in Mediaeval times and England in modern times. **Second semester, $\frac{1}{2}$ unit.**

3a. American History. —A careful study of the development of America, Hodder's outline Maps and Channing's Student's History. **First and second semester, 1 unit.**

LATIN.

1. **Beginning Latin.**— Bennett's First Year Latin, with references to the grammar by the same author. Both written and oral work. The Roman system of pronunciation is used, and in all written exercises the marking of the syllables is emphasized. A thorough drill in syntax is provided by prose composition at least once a week, Bennett's Latin Writer being a supplementary text. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

2. **Beginning Latin.**— Continuation of Course 1. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

3. **Latin.**— Caesar. Text, Bennett. First two books of the Gallic War, with an hour a week in prose composition in Bennett's Latin Composition. Drill on constructions and vocabulary of Caesar. A review of the historical setting, including the life and work of Caesar. The grammar is studied systematically and the principles of Latin syntax are constantly reviewed. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

4. **Latin.**— Continuation of Course 3. The second two books of Caesar are taken up in a similar way. $\frac{1}{2}$ unit a week. **Second semester, $\frac{1}{2}$ unit.**

5. **Latin.**— Cicero. Text, Bennett. The first three orations against Catiline are read. A study of Cicero's style and diction, an outline of each oration, and a comprehensive analysis of the sociological and political background. Syntactical drill and constant reference to the grammar coupled with prose composition once a week. 4 hours a week. **First semester, $\frac{1}{2}$ unit.**

6. **Latin.**— Continuation of Course 5. Reading of the fourth oration against Catiline, the one on the Manilian law, and the Pro Archia. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

7. **Latin.**— Vergil. Text, Bennett. Three books of the Aeneid are read, and prose composition is assigned

once a week. Stress is laid upon the Aeneid as an epic, upon scansion, and upon Roman mythology, Murray being the reference in the last named. Special attention is paid to figures of speech, archaic forms, and the constant intermingling of facts with fiction. Four hours a week. **First semester, $\frac{1}{2}$ unit.**

8. Latin.—Continuation of Course 7. Books IV., V., and VI. are read. The student is expected to be familiar with the literary merit of the production. Four hours a week. **Second semester, $\frac{1}{2}$ unit.**

MATHEMATICS.

No apology is offered here for the study of mathematics; it is held that the experience of thirty centuries is sufficient justification for it. The reasons for including the subject in an academic schedule would embrace a list of the arts and sciences of modern civilization ranging from gunnery to logic and life assurance.

Mathematics 1. —Algebra to quadratics, including graphs. **Four hours, 1 unit.**

Mathematics 2. —Application of Algebra to Arithmetic and review of Commercial Arithmetic. **First semester, 4 hours, $\frac{1}{2}$ unit.**

Mathematics 3. —Plane Geometry. Circle and straight line. **Second semester, 4 hours, $\frac{1}{2}$ unit.**

Mathematics 4. —Plane Geometry. Proportion and mensuration. **First semester, 4 hours, $\frac{1}{2}$ unit.**

Mathematics 5. —Theory of quadratics, factoring, synthetic division, graphical methods, logarithms. **Second semester, 4 hours, $\frac{1}{2}$ unit.**

PHYSICS.

1. Elementary Physics.—Fourth year. This course acquaints the student with the important phenomena of nature and shows the vital truths found there; also

the direct importance of physical science to the modern world. It deals with mechanics, molecular physics, and heat. Text book work with lectures three hours per week. Laboratory work, four hours per week.

First semester, $\frac{1}{2}$ unit.

2. Elementary Physics.— Continuation of course 1. Includes electricity, magnetism, sound, and light. Recitations three hours per week. Laboratory four hours.

Second semester, $\frac{1}{2}$ unit.

PHYSICAL GEOGRAPHY.

1. Physical Geography. — This course lays the foundation for geological study and calls attention to the forces and activities now affecting the earth's crust — erosion, disintegration of the earth's surface, formation of soils, relation of the physical features and conditions to man. Lectures, recitations laboratory work and field trips. **Second semester, $\frac{1}{2}$ unit.**

ACADEMY.

FRESHMAN

SOPHOMORE

First Semester	<p>English Ancient History German or Latin Physical Geography</p>	<p>English Algebra Latin or German One of the following: Med. and Mod. History Botany Agriculture Domestic Science</p>
Second Semester	<p>English Ancient History German or Latin Bookkeeping</p>	<p>English Algebra Latin or German One of the following: Med and Mod. History Agriculture Botany Domestic Science</p>
JUNIOR		SENIOR
First Semester.	<p>Algebra English Latin or German One of the following: Physiology Zoology Music Agriculture Domestic Science</p>	<p>American History Physics Geometry Hebrew History</p>
Second Semester.	<p>Geometry English Latin or German One of the following: Psychology Civics Agriculture Domestic Science</p>	<p>American History Physics Life of Christ Any previously offered elective.</p>

NORMAL TRAINING COURSE.**FRESHMAN****SOPHOMORE**

First Semester	Ancient History English Two of the following: Latin or German Physical Geography	English Algebra Latin or German One of the followin: Agriculture Botany Med. and Mod. History Domestic Science
----------------	--	---

Second Semester	Ancient History English Two of the following: Latin or German Bookkeeping	English Algebra Latin or German One of the following: Agriculture Botany Med. and Mod. History Domestic Science
-----------------	---	--

JUNIOR**SENIOR**

First Semester	English Algebra Physiology Music German or Latin	American History Physics Methods and Management Geometry Reviews
----------------	--	--

Second Semester	English Geometry Psychology Civics German or Latin	American History Physics Arithmetic Reviews
-----------------	--	--

AGRICULTURE

ROBERT E. MOHLER.

B. S. D., 1907, (McPherson College); A. B., 1912, (Mt. Morris College).

This department was established by the Trustees in 1913, and has for its basis the college farm of 150 acres, located just south of the campus and the Richardson farm, which was donated in 1909. The instructor has both a liberal and a special training, and is well qualified to make the courses practical.

1. Cereals. — The work in Cereals deals with the selection, grading, judging and marketing of grains. The leading grains are studied, special emphasis being placed upon wheat and corn. Some time will also be given to the historical study of the grains and to the methods of seed testing. Texts: Hunt, *The Cereals in America*; Lyon and Montgomery, *Examining and Grading Grains*.

2. Farm Mechanics.— This subject includes the study of the mechanism of farm implements with a view of the intellectual selection, care and use of the same. A detailed examination and comparison of implements will be made. Some work will be given regarding the different methods of constructing various farm buildings. Also some work on tile drainage and leveling. Text: Davidson and Chase, *Farm Machinery and Farm Motors*.

3. Animal Husbandry.— A study is made of the types and breeds of farm animals. A comparative study is made of the relative value of different types, special attention being paid to the care and feeding of different animals, balancing of rations, etc. Texts: Smith, *Profitable Stock Feeding*; Plum, (Reference work), *Types and Breeds of Farm Animals*.

4. Dairying. — This includes a study of the dairy type, also of the leading dairy breeds. Some time will be given to judging. The second half is largely taken up with a study of the composition and properties of milk and its products, and laboratory practice with the cream separator and Babcock test. Texts: Wing, *Milk and Its Products*; Van Slykes, *Modern Method of testing Milk and Milk Products*.

5. Forage Crops.—The forage crops and grasses are studied from their botonical relations, and the various characteristics that make them of value to man. Special emphasis will be placed upon the legumes and the methods of inoculation, seed judging and methods of harvesting. Lectures, laboratory and field work. Text: Wing, *Meadows and Pastures*, or some other work.

6a. Horticulture. — A general introductory course in fruit growing, special emphasis being placed upon the leading fruits of Kansas. This course includes demonstration work in thinning, pruning, spraying, cultivating and grafting. The selection of an orchard and orchard site; and also marketing will receive due attention. Text: Bailey, *Fruit Growing*.

6b. Entomology. —This work is a continuation of the work in Horticulture. A study of the insect enemies of the orchard and garden will be made. The aim of the course is to so familiarize the student with the various insect pests that he can identify them, and by so doing will be able to secure a method for their control. Text: To be selected.

7. Soils.— This course is a study of the principal rock forming soils. The physical and chemical composition of soils. The effects of different crops and fertilizers, supplemented by a large amount of field and laboratory work, the laboratory study to include the

simpler yet fundamental principles underlying soil management and crop production. Text: Lyon and Fippin.

8. Farm Management.—A study of farm life from the economic and social side. It will take into account the size, location and arrangement of the farm, the buildings, fences, etc.; also the cost of production of the various farm products. Text: Warren, Farm Management.

9. Teachers' Course. The aim of this course is to give the teacher a general knowledge of scientific agriculture. Special attention will be given to the needs of the country and village school teacher. The text book work will be enlarged upon by lectures, laboratory and field work. Text: To be selected.

Note:—If there is sufficient demand other classes may be organized in agriculture.

AGRICULTURE.**FRESHMAN****SOPHOMORE**

First Semester.	English Cereals Physical Geography One of the following: German Commercial Arithmetic	English Algebra Animal Husbandry Botany
Second Semester.	English Farm Mechanics Bookkeeping One of the following: German Commercial Arithmetic	English Algebra Dairying Botany

JUNIOR**SENIOR**

First Semester.	English Physiology Zoology Forage Crops	Farm Management Physics Chemistry American History
Second Semester.	English Geometry Horticulture Civics	Soils Physics Life of Christ American History

DOMESTIC ART AND SCIENCE

ELIZABETH CULP

Pd. B., 1913; Special Two-Years Course in Household Arts, (Warrensburg Normal School).

DOMESTIC ART

1. **Hand Sewing.** —Comprises the work of three quarters and includes the making of small models to learn the different stitches used in sewing. Text: Mrs. Woolman's Sewing Course.

2. **Machine Sewing.**—Comprising the work of two semesters. Must be preceded by one quarter of hand sewing. Consists of the drafting of patterns, taking accurate measurements, economy in cutting of material, and making of garments.

3. **Embroidery.** —One quarter's work. Includes simple designs for decorating household articles and garments made in course 2.

4. **Textiles.** — One quarter's work. Includes the development of spinning and weaving, and the study of fabrics, their beginnings in the arts and industries of primitive life.

5. **House Sanitation and Decoration.**—One quarter's work. Consists of lectures and reports by members of the class on house sanitation, decoration, and care of the home and its furnishings.

DOMESTIC SCIENCE

6. **Food Preparation.**—Two semesters work. Consists of lectures and laboratory work in the preparation of food with special attention given to serving of meals, cost and nutritive value of food.

7. **Special Students.**—It will be possible for those not desiring to complete the regular Academy Domestic Art course to register as special students and take as

much of the regular Domestic Art and Science offered as their previous preparation will allow.

Note:—In all Domestic Art courses a laboratory fee will be charged. This fee will be no larger than the actual cost of materials used.

DOMESTIC ART AND SCIENCE COURSE**FRESHMAN****SOPHOMORE**

First Semester.	English *German or Latin Physical Geography Hand Sewing Vocal Music	English Algebra Botany Food Preparation *German or Latin
Second Semester.	English German or Latin Bookkeeping Hand Sewing—Embroidery Vocal Music	English Algebra Botany Food Preparation German or Latin
	JUNIOR	SENIOR
First Semester.	English Algebra Machine Sewing Physiology One of the following: Latin German Ancient History Hebrew History	Physics Gen. Chemistry Geometry American History
Second Semester.	English Geometry Machine Sewing Psychology One of the following: Latin German Ancient History Life of Christ	Physics Sanitary and Applied Chem. Textiles and House Decoration American History

*Students not working for college entrance are not required to take Latin or German.

EXPRESSION

EDNA BELLE DETTER.

Graduate in Expression, 1911; A. B., 1912, (McPherson College); Student University of Southern California; Student Columbia College of Expression, Chicago.

Impression is but one-half of education, the other half is expression.

Expression employs the entire man, and hence tends to give a rounded development of body, mind and spirit.

The highest aim for the individual is to realize possibilities and overcome hindrances, help him to reach out and be of greatest good to the greatest number.

The method of teaching Expression is based upon psychological principles.

The student is taught to receive impressions from the written page, life and nature, to think, feel and express these thoughts and emotions easily and naturally through his own individuality.

VOICE.

The voice is the most beautiful and most wonderful of all musical instruments, and the finest avenue of human expression. It is the aim to cultivate correct breathing and produce strong, pure, flexible and impressionable voices that every shade of thought and feeling may be expressed easily and spontaneously.

BODILY EXPRESSION.

Bodily expression is expression of the thoughts, sensations, emotions, purposes and desires of mankind through action of the muscles. We aim to produce purer harmony of soul and body in expression and a closer adjustment of form to content.

LITERARY INTERPRETATION.

An interpretative study of prose and poetry from the best authors with a view to reach the depth of the poems and to master forms of verse and tone-color.

CONVERSATION.

"This not a gift of nature, but of education." Attention will be given to matter and manner of conversation, to the end that we cultivate a pleasing personality, and an ease in giving to others the best that is in us.

ART HISTORY.

A short course to help acquaint us with some of the great masters of painting and their works, to broaden the vision and give general culture, to find the analogy between their art and the art of Bodily and Vocal Expression.

HYMN READING.

The study of Hymnology has been a most fascinating one. Never, perhaps, was greater interest taken than today. World-famous hymns will be studied relative to their origin, thought, spirit, purpose and expression, to the end that they may be fully appreciated, may enrich the life of the individual, and may be used to "touch the hearts of men and bring them back to heaven again."

BIBLE READING.

"The letter killeth but the spirit giveth life." — II. Cor. 3: 6. The opportunities for usefulness that come through Bible reading have scarcely been used. Attention will be given to this branch as help to ministers and all Christian workers to present the Word

of God as a living message, and thus increase the effectiveness of their services, that the hearts of men may be led to respond to its message.

COURSE IN EXPRESSION.—Two Years.

JUNIOR YEAR.

First Quarter. — Fundamental Principles, Expression, Voice Culture, Bodily Expression, Life Study, English, Physical Culture.

Second Quarter.—Fundamental principles, Expression, Voice, Bodily Expression, Impersonation, English, Physical Culture.

Third Quarter. —Expression, Literary Interpretation, Repertoire, Voice Culture, Bodily Expression, Grammar, Objective Drama, Physical Culture.

Fourth Quarter. —Expression, Literary Interpretation, Repertoire, Voice Culture, Bodily Expression, English, Grammar, Physical Culture, Conversation, Objective Drama, Chapel Recitals.

SENIOR YEAR.

First Quarter. —Literary Interpretation, Expression, Art History, Repertoire, Voice Culture, Bodily Expression, Rhetoric, English Literature, Physical Culture, Classical Drama, Chapel Recitals.

Second Quarter.—Literary Interpretation, Expression, Art History, Voice Culture, Bodily Expression, Rhetoric, English, Classical Drama, Repertoire, Physical Culture, Chapel Recitals.

Third Quarter. —Oratory, Repertoire, Voice Culture, Bodily Expression, Bible and Hymn Reading, English, Physical Culture, Extemporaneous Speaking, Chapel Recitals.

Fourth Quarter.—Oratory, Practice teaching, Voice Culture, Bodily Expression, Bible and Hymn Reading, English, Physical Culture, Repertoire, Public Recitals.

RATES FOR SPECIAL AND PRIVATE LESSONS.

One special class, per term	\$ 6.00
Two classes, per year	40.00
Private lessons, for ten consecutive lessons,	6.00
Single lessons, each . . . . .	.75

MUSIC

VOCAL SCHOOL

CHARLES L. ROWLAND, Director.

Blue Ridge College; Roanoke (Va.) School of Music; Peabody Conservatory; student of The Art of Singing (Italian Method) with Mr. Geo. Castelle, Baltimore.

Good music is no longer considered a luxury to be enjoyed by the few, but is recognized as a very necessary part of one's education. In the home it comforts and cheers when the weary day is done, in the church it expresses the praise of man to his Creator, and in college life it plays a much needed part. No student's education is complete without a course in music.

VOICE CULTURE.

There is so much beauty and charm in artistic singing that the world today will listen only to those who have a well trained voice. Breath-management, resonance, tone color, phrasing, and interpretation remain a sealed book to the untrained singer.

HARMONY.

Harmony is the window through which we look to see the clouds and sunshine in music. Every earnest student of music should understand tone relation, modulation, embellishments, etc. as revealed through a study of harmony.

THEORY.

The elementary theory treats every detail of mus-

ic notation together with disputed points and misused terms. The advanced course deals with the production of sound, acoustics, the orchestra and its instruments, and the higher forms of composition.

SIGHT SINGING AND CHORUS.

Many students do not have the opportunity of entering the Normal class for regular study, yet desire the ability to sing intelligently the grade of music used in Sunday School and church service. These classes meet this demand and are open to all students

NOTATION.

This study is designed to acquaint the student with all the characters used in writing music, and with scales (Major and Minor), modulation, transposition, etc.

HISTORY AND BIOGRAPHY.

Beginning with the music of the Chinese, Greeks, Hindoos, and others, the development of music is traced as History through many centuries. From the time of Bach, Biography and History are treated simultaneously since each helps interpret the other.

COURSES.

We offer two courses of study: the Normal course, and a course in the Art of Singing.

The Normal course is designed to give a substantial general knowledge of music, and gives the student an excellent preparation for further study in any special line. For those who wish to teach music in the public schools we include in this course a study of Public School Methods.

OUTLINE OF NORMAL COURSE.

JUNIOR YEAR.

First Quarter. — B Notation (3 hours a week.) Ru-

diments. One, two, and four part Exercises. Transposition in sharps, keys and sharps. Ear Training (2 hours a week.) Major Scale, Intervals, Rhythm.

Second Quarter. —B Notation (3 hours a week.) Part songs, quartets. Transposition in flats, keys in flats. Ear training (2 hours a week.) Intervals. Scale runs, relation of tones in the key.

Third Quarter. — B Notation (3 hours a week.) Chromatic tones, Modulations, Part Songs, Choruses, Quartet Directing. Ear Training (2 hours a week.) Chromatic scale, Intervals, Chords.

Fourth Quarter. —B. Notation (3 hours a week.) Transposition in Minor. Minor Keys in Sharps and Flats, Chorus, Solos, Quartets, Directing. Ear Training (2 hours a week.) Chords, Minor Scales, Harmony, Hymn Analysis.

SENIOR YEAR.

First Quarter. —A Chorus (3 hours a week.) Major and Minor Keys. Glees, Anthems, Sight Reading, Directing, Public Recitals, Ear Training and Harmony (2 hours a week.) Choral Analysis. (Chadwick's Harmony) History of Music.

Second Quarter. —A Chorus. (3 hours a week.) General choruses, Madrigals, Anthems, one public Concert, Ear Training and Harmony. (2 hours a week.) Choral Analysis. (Chadwick.) History.

Third Quarter. —A Chorus. (3 hours a week.) General Choruses, Cantata, Public Directing, Practice Teaching, Ear Training and Harmony. (2 hours a week.) Analysis of Choral or Oratoria, Composition, Hymn Reading.

Fourth Quarter. —A Chorus. (3 hours a week.) Cantata, Oratorio or Opera, Public Directing, Practice teaching, One Public Concert. Ear Training and Har-

mony. (2 hours a week) Analysis, Counterpoint, Composition, Hymnology.

In addition to the course outlined there will be required: One semester of Expression, one semester of Bible, one year of English, two years of Voice Culture, one year of Piano.

The course in the Art of Singing will require at least one year's further study after completing the Normal course, the time to be determined upon the merits of the individual. The student will study the best songs in English, German and Italian also Florid Song, and Arias from the best composers.

CERTIFICATE AND DIPLOMA.

A certificate will be given to those completing the Normal Course. A diploma will be awarded to those having completed the course in the Art of Singing.

TUITION.

Voice Culture,	\$17.00
Ear Training (in classes of six to ten) per quarter	5.00
A Chorus Class, per quarter	2.00
Single lessons, each	1.00

All tuition in advance. Lessons will be altered in case of sickness, otherwise no deduction for absence.

PIANO SCHOOL

F. G. MUIR, DIRECTOR.

Student of Oberlin Conservatory, Graduate of American Conservatory, Chicago, (in Piano, Voice and Harmony).

It is the aim of this department to be closely in touch with the most enlightened methods of instruction, to impart style and finish, poetical interpretation, rather than to waste many years under mere mechan-

ical drudge. Pupils are not burdened with a multiplicity of useless etudes. Much time and expense may thus be saved and far better results attained.

Selections are made only from the subjoined list of studies.

The course of study is divided into Preparatory, Academic, Normal, and Collegiate.

PREPARATORY. (Grades I. and II.)

GRADE 1.

Studies.— Gurlit op. 117 and 83, Schmoll, Satorio Book I, Kroeger op. 38, Emery Elements of piano playing, including Notation, Rythm, Touch, Accent, Fingering, etc. Special attention is given to beginners and the kindergarten method.

Compositions. — Lichner Biederman, Webb, Schmoll Rhode and others.

GRADE II.

Studies. — Duvernoy op. 176, "Select Studies from Czerney" Book I, Satorio, Book II, Burg Muller, op. 100, Leschorn (easy studies) op. 65m Gurlit op. 141. Major and minor Scales. Four notes to the count at 120, M. M.

Compositions. — From Lange, Oesten, Kroeger, Kullau, Concone, Rheinhold. Easy sonatinas from Clementi, Reinecke, and others.

ACADEMIC.

This course includes those who have completed the preparatory, and one year of the Normal.

Scales:— Major and minor, four notes to the count at 132, M. M.

NORMAL. (Grades III., IV., and V.)

GRADE III.

Studies.— Heller op. 45, 46, 47; Czerney Etudes,

Lemonine op. 37. Satorio Book II. Krause Trill Studies op. 2, Scales and Arpeggios.

Compositions. — Wilm, Bohm, Durand, Lange, Gade, Beethoven op. 33, Burg Muller op. 105.

GRADE IV.

Studies.— Heller op. 16. (Art of Phrasing) Bach, Little Preludes, Satorio Book IV., Kroeger Left Hand Studies, Jensen op. 32. Technic in various forms of major and minor scales, and arpeggios.

Compositions. — Goddard, Grieg, Field, Lange, Rubenstein, Shubert, and Chopin.

GRADE V.

Studies.— Bach, Two part Inventions, Etudes from Cramer, Czerney, Heller and others.

Compositions — from MacDowell, Goddard, Grieg, Bebdel, Chaminade, Chopin, Liszt, Rheinberger, Paderewski. Technic in scales and arpeggios at 144, M. M. Four notes to the count.

Musical History, and Elements of harmony included. A Teacher's Certificate will be given to those who finish this grade.

COLLEGIATE. (Grades VI. and VII.)

Studies. — Moschles op. 70, Kulak Octave Studies, Bach's Three part inventions. Technics from Plaide and Pischna. This includes all those whose technic is above 144, M. M. four notes to the count. History, Musical Analysis, and Harmony completed in this course.

Composition. — from Moszkowski, Weber, Brahm, Liszt, Chopin, Including Concertos and the best of Chamber Music.

A Diploma is awarded to those who have completed the full Collegiate Course.

All students of this department are urged to learn the elements of vocal music and to take part in the

monthly recitals, at which pupils may perform such pieces as may be assigned by the teacher for the purpose of giving self control in public appearance.

Pupils will not play in public without rehearsal and permission from the teacher.

EXPENSES.

Preparatory, Two lessons per week	\$ 12.50
Intermediate, Two lessons per week {	\$17.00
Advanced, Two lessons per week ... }	
Rent of piano, per term, from	\$2.00 to 3.00
Terms in advance; no deduction for absence.	

THE BIBLE SCHOOL FACULTY.

JOHN ADDISON CLEMENT, A. M., Ph. D.,
President.

ELDER JOSEPH J. YODER, A. B.,
Dean of Bible School.

EDGAR FAUVER LONG, A. M.,
Professor of English.

ELMER LEROY CRAIK, A. M., B. S. L.,
Professor of Greek.

ELDER ELLIS M. STUDEBAKER,
Instructor in Bible.

AMANDA FAHNESTOCK,
Instructor in Bible.

EDNA BELLE DETTER, A. B.,
Instructor in Bible & Hymn Reading.

EVELYN MAE TROSTLE, A. B.,
Instructor in English.

The collegiate course extends through three years, and is open only to students of collegiate rank. Not all of this course is offered in any one year, and students intending to take this work should write for more

definite information concerning the subjects to be offered in a given year. Credit is allowed on the regular college course for a limited amount of collegiate Bible work. This arrangement is much appreciated by students who wish to include some Biblical and theological training in their education and have not the time for a full course in addition to their regular Arts course.

PURPOSE AND SPIRIT.

In these courses the effort is to lead the student into the deepest and truest acquaintance with the Bible of which he is capable. The ultimate object, of course, is the enrichment of the student's own spiritual experience, and his equipment and inspiration for the most efficient Christian service. The immediate purpose is to understand the message which God has given to mankind in the Holy Scripture. The Bible itself is the subject of study rather than books which men have written about it. The point of view is practical rather than speculative, and the whole work is animated by the deep desire to know the Bible just as it is and to extend that knowledge to others.

GRADUATION.

Students who complete the collegiate course and present a satisfactory thesis upon some Biblical subject will receive the degree Bachelor of Sacred Literature.

EXPENSES.

The tuition in the Bible Department is the same as in the regular literary courses.

The expense for the text books cannot be definitely stated, but as the Bible is the principal text book, this item is small.

For cost of tuition in the literary department, and of board and room, see table of expenses.

SUBJECTS OF INSTRUCTION.

Old Testament History.— This covers the entire ground of events described in the Old Testament from the Creation to the times of Ezra and Nehemiah about 445 B. C. A firm grasp of the Biblical History is fundamental to all further Bible study.

Bible Geography. — The omission of this subject from the schedule does not indicate any lack of attention to it. The geography is carefully studied in all the historical courses. Indeed the only proper way to study the Biblical history and geography is to study them together.

History of New Testament Times. — The political, social and religious fortunes of the Jewish people from the close of Old Testament history to the destruction of Jerusalem in 70 A. D. with special attention to the Messianic hope of the Jews, and the religious conditions in which Jesus and the Apostles lived and worked. The historical background of the New Testament.

Life of Christ. — A thorough study of the events of the life of Jesus in chronological order. The transcendent importance of these events is well worth the efforts required to fix them firmly in memory.

Teaching of Jesus.—This might be called the “Inner Life of Christ.” It is an examination of the teachings of Jesus as contained in His discourses and scattered sayings, particularly in the sermon on the mount and in the parables.

Book of Acts and Apostolic Age.— An introductory treatment of the book of Acts and a historical study of the Apostolic Age, the period from the as-

cension of Jesus to the death of the Apostle John about 100 A. D.

Life and Epistles of Paul.— The work of Paul, in its relation to Christianity, stands next to that of Jesus Himself. This course includes a thorough study of the life and labors of the great apostle, and also the historical setting and contents of each of the Pauline epistles.

The General Epistles. — A study of the occasion, purpose, theme and contents of each of the general epistles of the New Testament.

Homiletics and Pastoral Duties. — This is designed to furnish suggestions and help to ministers in the preparation and delivery of sermons, as well as in the performance of the numerous other duties belonging to their sacred office.

History of the English Bible. — This is the story of the manuscripts and versions, how the sacred documents were brought together and preserved and at last given to us in the convenient form from which we now have them.

Old Testament Laws and Institutions.—An introduction to the legal books of the Old Testament, and a classification and systematic study of its laws and institutions.

Old Testament Wisdom Literature. — This is a name applied to the books of Job, Proverbs, Ecclesiastes, Song of Solomon and portions of other Old Testament books. The study of these much neglected books is very profitable and especially interesting.

The Psalms. — This is a study of the origin, growth and use of the Psalter, and an exegetical study of selected Psalms.

Old Testament Prophecy.—Next to the most essential historical facts, there is no more important Old

Testament subject than this. The work includes a study, in chronological order, of the historical background and contents of the prophetic books, the nature of the prophetic office, the development of prophetic teaching, Messianic prophecy and its relation to New Testament fulfillment.

Church History.—This is a study of the history of Christianity from the Apostolic Age to the present time. Special attention is given to the Ante-Nicene periods, the Reformation, and the history of the Brethren church.

Apologetics. — An examination of the evidence for believing that the Bible is a revelation from God, and the Christian religion of divine origin.

Ethics.— The science of human duty. A study of the principles that underlie moral obligations, and of the nature of those obligations.

Christian Doctrine.—A systematic study of the fundamental doctrines of the Christian religion.

Exegesis.— This is the thorough, critical study of any portion of Scripture. Its object is to discover, not what the passage under consideration might be made to mean, but what the writer actually did mean. The work includes a study of the principles of interpretation, and the application of these principles to select passages in both the Old and New Testaments.

The Biblical Languages. — Every Bible teacher should desire to read his Bible, if possible, in the languages in which it was written. The added satisfaction and clearness of thought which comes from the ability to do this, is well worth the time and labor involved. Especially is this true in respect to the New Testament, and even in the case of the Old Testament it is desirable to have at least a sufficient knowledge of Hebrew to enable one to use critical commentaries intelligently.

The Greek New Testament.— After a sufficient knowledge of the language has been gained, the work in the Greek New Testament includes, (1) Translation and Rapid Interpretation, (2) Critical Study of Selected Portions, (3) Textual Criticism.

The Hebrew Old Testament.— This work is similar to that in the Greek New Testament, the critical study including also a comparison of the Hebrew text with that of the Septuagint and other ancient versions.

Elective Studies. — The tabulated courses are intended to indicate, in general, the character and amount of the work embraced in them. It is not expected that the courses of all students will conform exactly to this schedule. The field of Biblical knowledge is so vast that even in the three years' course, selections must be made from a large number of important subjects. Other subjects than those mentioned of equivalent extent and value, will be offered from time to time. While certain subjects will be regarded as fundamental, reasonable liberty of electing subjects will be granted.

COLLEGIATE BIBLE COURSE.

COLLEGIATE BIBLE COURSE.				
FIRST SEMESTER		SECOND SEMESTER		
First Quarter	FIRST YEAR	SECOND YEAR	THIRD YEAR	
Second Quarter	O. T. History Life of Christ Church History Greek Language	Book of Acts and Apostolic Age O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective	
	O. T. History Life of Christ Church History Greek Language	Life and Epistles of Paul O. T. Laws and Institutions Reading in Greek N. T. Hebrew Language	O. T. Prophecy Reading in Hebrew O. T. Ethics Elective	
Third Quarter	History of N. T. Times Teaching of Jesus Church History Greek Language	Life and Epistles of Paul O. T. Wisdom Literature Critical Study in Greek N. T. Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective	
Fourth Quarter	History of English Bible Homiletics and Pastoral Duties Church History Greek Language	General Epistles The Psalms N. T. Textual Criticism Hebrew Language	O. T. Prophecy Critical Study Hebrew Text Christian Doctrine Elective	

PRACTICAL COURSES.**FIRST SEMESTER**

In Beginning and Special Classes.
Hebrew History.
Sunday School Pedagogy.
The Doctrine of the Holy Spirit.
The Doctrine of Prayer.
The Rural Church and Rural Problems.

SECOND SEMESTER

Christian Missions.
Early Christian History.
Personal Work.
Bible Doctrine.
Exegesis.
Distinctive Principles of the Church of the Brethren.

Note:—Class demands will determine which of course will be offered.

BIBLE AND MISSION STUDY COURSES FOR 1913 AND 1914.

BIBLE.

“Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of Truth.” 2 Tim. 2: 15.

Jesus, the Man of Galilee (Elvera J. Slack), Paul W. Seidel.

Women of Ancient Israel (Charlotte H. Adams), Gladdys Muir.

Leaders of Israel (Robinson), Samuel Bowman.

Life of Paul (Sallman), Wm. Yoder.

Social Significance of the Teachings of Jesus (Jenks), Prof. E. L. Craik.

The Will of God, (Wright), Dr. H. J. Harnly.

MISSIONS.

“Lift up your eyes and look on the field.” John 4: 35.

Servants of the King (R. E. Speer), Lily Hawkinson.

Social Welfare and Liquor Traffic (Warner), Prof E. F. Long.

Chinese Revolution (Brown), H. H. Nininger.

Unoccupied Mission Fields of Africa and Asia (Zwemer), Ella Ebbert.

Home Missions, To be supplied.

Sexual Hygiene, To be supplied.

South American Problems (R. E. Speer), To be supplied.

Educational Missions (Barton), To be supplied.

These courses have been arranged for the purpose of giving each student an opportunity to take Bible and Mission study in addition to the regular school work. Classes will meet one hour each week.

BIBLE AND MISSION STUDY COMMITTEES.

COMMERCIAL DEPARTMENT

**BETTER PREPARATION FOR BUSINESS IS AFFORDED
AT McPHERSON COLLEGE**

J. A. BLAIR, Superintendent.

For more than thirty years we have been training young people of both sexes for business activities. The function of our School of Business is to equip our students for the active duties of business life, not only as they pertain to accounting or bookkeeping, to finance and commercial office work, but also to the financial, legal, and ethical management of all lines of business. Such a course is as essential to the farmer as to the banker or merchant.

BOOK-KEEPING.

We use Rowe's Book-Keeping and Accountancy, the latest, best and most attractive bookkeeping course ever published. Five distinct subjects are included: The fundamental and elementary principles of accountancy, the art of bookkeeping as applied to various lines of business, business methods and practices, office methods and practices, and office appliance.

COMMERCIAL ORTHOGRAPHY.

The importance of correct spelling can hardly be overestimated. Nothing stamps one as illiterate so quickly as poor spelling. Various attempts have been made to simplify our language and reduce it to a phonetic basis but as yet nothing has been accomplished in this direction. It remains for us to spell the language as it is, or suffer for our neglect.

COMMERCIAL ARITHMETIC.

The first element of a business education is the ability to calculate. The best compendium of commercial arithmetic now before the public is the principal text book we use on the subject. It contains useful hints, showing short methods, quick results, and all manner of calculations involving the use of United States Money, Commission, Brokerage, Discount, Loss and Gain, Percentage, etc.

The latest and best methods of computing interest are used, to prepare the student as an expert calculator.

BUSINESS FORMS.

Students in this institution learn to draw correctly every kind of paper which they have occasion to use in business.

BUSINESS CORRESPONDENCE.

The essential points in a business letter are subject matter, expression and mechanical appearance.

The object of instruction in this branch is to familiarize the student with good English forms of expression and with language peculiar to business transactions.

COMMERCIAL LAW.

Commercial law is primarily the law of contracts.

We labor to equip our students thoroughly for the battle of life by spending sufficient time to explain the laws and customs they are certain to face in after years so that they may be able to steer clear of litigation.

PENMANSHIP.

Good business writing is one of the most important

elements in a commercial training. An easy, legible, rapid business hand always has commercial value. He who possesses a good business hand writing always receives the preference, provided other things are equal. We impart instruction in the very best and latest systems and improvement is certain to crown faithful efforts.

HIGHER COMMERCIAL EDUCATION.

After completing the ordinary commercial course we have provided a year of advanced work in which the student receives a broad and extensive insight into the affairs of the business world. This course is designed to fit the student for the position as manager of a business.

HISTORY OF COMMERCE.

A history of the world's commerce is a story of much more than international barter and sale. A nation's commerce is born of its industry and is a part of its struggle for the necessities, the comforts, and the luxuries of life. The story is taught in a systematic manner, in order that the student may get a clear-cut picture of the commercial growth and decay of nations, and an understanding of the forces, industrial, social and climatic, which have contributed to the steady expansion of the world's trade.

HIGHER ACCOUNTING.

Advanced work in bookkeeping, such as expert accounting, labor saving methods, auditing, banks, railroads and other corporation accounting. Actual practice in teaching, two semesters.

POLITICAL ECONOMY.

A study of the laws governing wages, prices and

interest, system of taxation, influence of legislation, tariff, free trade, trusts, and a host of other important items influencing commercial development.

CIVIL GOVERNMENT.

A study of our systems of national, state and municipal governments, as embodied in their legislative, judicial and executive departments; duties and obligations of citizenship.

PARLIAMENTARY LAW.

Drills, how to call a meeting, organize, conduct public meetings. A very important course for any business man.

COMMERCIAL GEOGRAPHY.

A study of trade centers; routes of commerce by sea and land; chief manufacturing industries, etc.

COMMERCE AND FINANCE.

History of Banking, Clearing house, transportation. Tuition in this course same as regular tuition. Those completing this course will receive the degree Master of Accounts.

AMERICAN NATIONAL BANKING.

A practical Banking course. Especially strong in Exchange work. The "cap sheaf" of a business course.

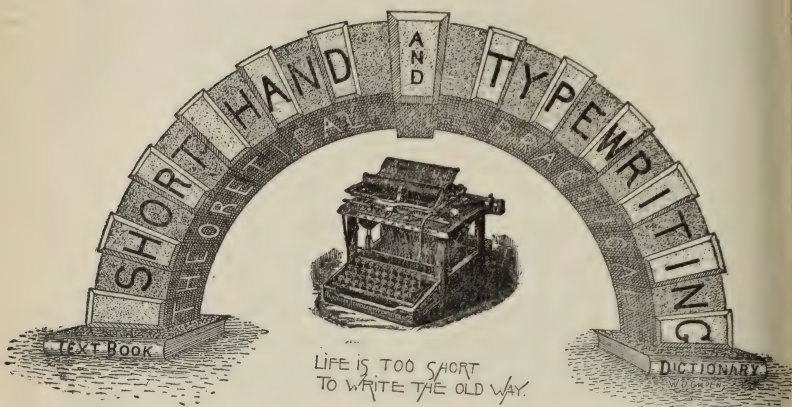
DIPLOMA.

Those who complete the prescribed course in a satisfactory manner are awarded an elegant diploma.

To be the possessor of a diploma from an institution of such eminent standing as McPherson College is not only an unquestioned endorsement, but a token of honor which every young lady and gentleman should strive to obtain.

COMMERCIAL COURSE.

	First Year.	Second Year.
FIRST QUARTER	Bookkeeping Commercial Arith. Commercial Orothog. English Penmanship	Bookkeeping Hist. Commerce Political Econ. English Penmanship
SECOND QUARTER	Bookkeeping Commercial Arith. Rapid Calculation English Penmanship	Bookkeeping Hist. Commerce Pol. Economy English Penmanship
THIRD QUARTER	Bookkeeping Commercial Law Commercial Arith. English Penmanship	Bookkeeping Civics Commercial Geog. English Practice Teaching
FOURTH QUARTER	Bookkeeping Commercial Law Correspondence English Penmanship	Bookkeeping Commercial Geog. Parliamentary Law English Practice Teaching



SHORTHAND.

W. PARK STROLE, M. Accts.

What are the Prospects for a Position?

In no department of commercial life is there a greater demand for trained office help than in Stenography. Business is constantly increasing with the development of our country; new enterprises are being established and old ones enlarged; and business men are realizing more and more their dependence upon skillful writers of Shorthand to aid them in dispatching their daily volume of correspondence. The statement is sometimes made that the supply exceeds the demand—that there are too many shorthand writers. The same, however, can be said of any other profession, trade or calling. The old saying, “There is plenty of room at the top,” is as true in stenography as in any thing else. Poor stenographers are attempting to fill positions, and, as a result, are always hunting work; **GOOD ONES ARE SCARCE AND AT ALL TIMES IN DEMAND.** Any stenographer who is competent, and who has sufficient energy to seek employment, can get it with little diffi-

culty. No other clerical position offers a greater opportunity for advancement than stenography.

WHICH IS THE BEST SYSTEM?

DEMENT'S PITMANIC.

It is hardly necessary to say that some form of Pitman's Phonography is always the best, for that is admitted and also demonstrated by the fact that more than eight-tenths of the reporters in English-speaking countries use the Pitman base. In the Government service at Washington, D. C., about 86 per cent of the shorthand writers use the Pitman. Dement's Pitmanic is the system preferred by us, and is unquestionably the best before the public. Our preference for the system named lies in the simplicity of the forms and the ease and rapidity with which it can be written and read. It is also as easy to learn as any that is worth learning. The author, Isaac S. Dement, of Chicago, is the leading professional stenographer of the United States and Ex-President of the National Shorthand Teacher's Association. He is the fastest writer of Shorthand living and has put in his text-book all he knows about Shorthand. Students learning this system will never regret their choice. It is the best.

TYPEWRITING.

This department is conducted upon the most approved methods and offers the best advantages to all who desire to attain the highest degree of proficiency. Machines of the latest improved patterns are used and ample time for practice is given. The latest scientific method of fingering the key-board is taught, enabling the pupil to learn how to use his fingers correctly. Touch Typewriting is rapidly growing in the favor and estimation of the best stenographers and

typewriter operators throughout the country, as it admits of much greater possibilities in the acquisition of speed. Accuracy, neatness and speed are soon acquired by the performance of the daily work assigned. Transcripts are made from shorthand notes, strict attention being paid to spelling, punctuation, paragraphing, arrangement, etc. Students are also required to write upon the machine, hundreds of letters representing the different lines of mercantile and professional business, thus making them acquainted with the peculiar technicalities of each. Too much skill in the use of the machine cannot be acquired, as it is perhaps the most important of the many qualifications which the stenographer must possess.

SHORTHAND AND BOOK-KEEPING.

The call for assistance in Business and Professional offices is for a combination of Bookkeeping and Shorthand. One who understands these two branches will not only secure employment more rapidly, but will command a better salary.

STENOGRAPHY.**Outline of Stenography course for 1913-14.**

FIRST QUARTER		SECOND QUARTER	
Shorthand		Shorthand	
Typewriting		Typewriting	
Commercial Orthog.		Rapid Calculation	
English		English	
Penmanship		Penmanship	
THIRD QUARTER		FOURTH QUARTER	
Shorthand		Shorthand	
Typewriting		Typewriting	
Commercial Law		Correspondence	
English		English	
Penmanship		Penmanship	

STUDENT REGISTER 1912-1913.**COLLEGIATE.****POST GRADUATE, A. M.**

Crow, William Leslie Humbolt, Neb.

SENIOR.

Arnold, Samuel Ira Leeton, Mo.
 Barnhill, Gilbert Earl Chapman, Kan.
 Bradbury, Louis Allen Galva, Kan.
 Brubaker, Caleb Freeman McPherson, Kan.
 Chatfield, Mabel Claire McPherson, Kan.
 Deeter, John William Minot, N. D.
 Dresher, Oscar Stanley McPherson, Kan.
 Dudte, Margaret Mary Walton, Kan.
 Friesen, Bernard Julius Lorraine, Kan.
 Harnly, Sarah Witmore McPherson, Kan.
 Jackson, Maude McPherson, Kan.
 Lundeen, John David McPherson, Kan.
 Nash, Alice Elizabeth McPherson, Kan.
 Royer, William Dexter Newton, Kan.
 Vaniman, Violet V. McPherson, Kan.
 Way, Purl Benjamin McPherson, Kan.
 Wright, Grace Windom, Kan.
 Yoder, Jos. J. McPherson, Kan.

JUNIOR.

Baldwin, John William Bloom, Kan.
 Doerksen, Jacob Thiessen McPherson, Kan.
 Ebbert, Ella Quinter, Kan.
 Florman, Anna McPherson, Kan.
 Hoffert, Andrew T. Carleton, Nebr.
 Nininger, Harvey Harlowe Guthrie, Okla.
 Russel, Robert Royal McPherson, Kan.
 Seidel, Paul William McPherson, Kan.
 Stump, Levi Albert Miami, Tex.
 Young, William Clay McPherson, Kan.

SOPHOMORE.

Austin, Oliver Henry	Fruita, Colo.
Brubaker, Ida Elizabeth	Conway, Kan.
Ditch, Edna	Galva, Kan.
Engstrom, Harold Enoch	McPherson, Kan.
Harnly, Paul Witmore	McPherson, Kan.
Hawkinson, Lily Oyzelle	McPherson, Kan.
Heaton, Dorothy	McPherson, Kan.
Horning, Daniel L.	Fruita, Colo.
Horning, Samuel Dalen	Fruita, Colo.
Jacobs, Sara	McPherson, Kan.
Lichtenwalter, Annetta Belle	McPherson, Kan.
Muir, Gladdys Esther	McPherson, Kan.
Neff, Dithe	McPherson, Kan.
Sorensen, Eph. Joseph	McPherson, Kan.
Studebaker, Ellis M.	McPherson, Kan.
Swanson, Esther Johanna	McPherson, Kan.
Yoder, William Henry	Conway, Kan.
Ullom, Lulu Pearl	Lamar, Colo.
Wikoff, Clarence S.	McPherson, Kan.

FRESHMAN.

Austin, Hazel Q.	Fruita, Colo.
Bengston, Fred A.	McPherson, Kan.
Burkholder, Ray Samuel	McPherson, Kan.
Caudle, Lela	McPherson, Kan.
Dean, Leslie	McPherson, Kan.
Dielman, Wanita Agnes	Galva, Kan.
Ditch, Chester	Galva, Kan.
Dotzour, Royer P.	McPherson, Kan.
Galle, James Lamer	McPherson, Kan.
Hall, Marvin	McPherson, Kan.
Hoerner, John Andrew	McPherson, Kan.
Keyes, Martha Helen	McPherson, Kan.
Klepinger, Dayton Parker	Kansas City, Mo.

Lundeen, Gerhard Emanuel	McPherson, Kan.
Peterson, Amy	McPherson, Kan.
Spence, Homer	McPherson, Kan.
Suffield, Charles Lester	McPherson, Kan.
Tipton, Rose Viola	McPherson, Kan.
Young, Marguerite Arthelda	Canton, Ohio.

EDUCATION.**SENIOR.**

Almquist, Edward Clarence	McPherson, Kan.
Buckman, Elsie May	McPherson, Kan.
Daggett, Martha Aloretta	Covert, Kan.
Nininger, Roy William	Guthrie, Okla.
Stump, Alice Edith	Miami, Tex.
Stump, Nancy Ethel	Miami, Tex.

ACADEMY.**SENIOR.**

Book, Monroe Mellinger	Ramona, Kan.
Delp, Addie Nancy	Murdock, Kan.
Doerksen, Gertrude	McPherson, Kan.
Johnson, Ruth Eleanor	McPherson, Kan.
Martin, Scott Orlando	Wiley, Colo.
Pollock, Myrtle Ferris	McPherson, Kan.
Vogt, Alice Nadene	Versailles, Mo.

JUNIOR.

✓ Akers, Cora Barbara	Conway, Kan.
Beyer, Martin	McPherson, Kan.
Darrah, Andrew	McPherson, Kan.
Doerksen, Justina	McPherson, Kan.
Engle, Homer G.	Abilene, Kan.
✓ Eller, Earl Jacob	Larned, Kan.
✓ Flickinger, Charlotte	Morrill, Kan.
Haugh, Jesse	McPherson, Kan.
Hoerner, Alice	McPherson, Kan.

Hoffman, Herbert Trostle	Abilene, Kan.	✓
John, Chaucer Griffith	Macksville, Kan.	✓
Lichty, Alice Edna	Carleton, Nebr.	✓
Myers, Reuben William	Paola, Kan.	✓
McClelland, Nellie Adeline	McPherson, Kan.	✓
Price, Arthur	McPherson, Kan.	✓
Saul, Grace Mary	McPherson, Kan.	✓
Schmidt, Jonathan David	Burrton, Kan.	✓
Sherfy, Mary Elizabeth	Mont Ida, Kan.	✓
Southard, Myrtle Fern	Wiley, Colo.	
Stover, Amanda	Friend, Kan.	
Trostle, Glen Earl	Rocky Ford, Colo.	
Voshell, Cecil Mae	McPherson, Kan.	
Voshell, Milo Maynard	McPherson, Kan.	

SOPHOMORE.

Berkeybile, Esther Lucile	McPherson, Kan.	
Blondefield, Lola Marie	McPherson, Kan.	
Bowman, Joseph L.	Quinter, Kan.	
Bowman, Samuel	Quinter, Kan.	
Crissman, Susie Margaret	St. John, Kan.	
Crumpacker, Susie Elizabeth	McPherson, Kan.	
Ebbert, Samuel Sylvester	Quinter, Kan.	
Flora, Norman Frederick	Overbrook, Kan.	
Folger, Henry Carleton	McPherson, Kan.	
Kinzie, Roy Clifford	Lone Star, Kan.	
Lapp, Ira J.	Moorefield, Nebr.	
Mishler, Vernon Sebastian	Conway, Kan.	
Moors, Chester Arthur	Conway, Kan.	
Moors, Chas. Raymond	Conway, Kan.	
Matson, Tilla Elnora	McPherson, Kan.	
Neher, Mark Eller	Leeton, Mo.	
Ralston, Wm. Arthur	Rockford, Ill.	
Robinson, Wm. McKinley	Roxbury, Kan.	
Smith, Perry Oliver	Macksville, Kan.	

Smith, Walter Ward	Macksville, Kan.
Stump, Millie Maud	McPherson, Kan.
Vaniman, Lawrence Reber	McPherson, Kan.
Vaniman, Royal Bertia	Olney Springs, Colo.
Walker, Lola Mae	Berlin, Pa.
Weeden, Merrill	McPherson, Kan.
Yoder, Dayton Ray	McPherson, Kan.

FRESHMAN.

Blickenstaff, Miles Gottlieb	Quinter, Kan.
Bowman, Pearl	Quinter, Kan.
Brandt, Wm. Elwood	Culver, Kan.
Brubaker, Roy Marvin	Conway, Kan.
Buckman, John Farmer	McPherson, Kan.
Carter, Jessie Mabel	Lyons, Kan.
Crumpacker, Wm. Lloyd	McPherson, Kan.
Crumpacker, Ores Hart	McPherson, Kan.
Ensminger, Grace Emma	Conway, Kan.
Gann, Nona Inez	Reinert, Kan.
Higgins, Bertha Clara	McPherson, Kan.
Jennings, Roy Franklin	Covert, Kan.
John, Rockla Lucile	Macksville, Kan.
Martin, Celeste Flora	Wiley, Colo.
Miller, Adam Horner	Tampa, Kan.
Rexroad, Carl Newton	Darlow, Kan.
Mugler, Bertha	McPherson, Kan.
Reiman, John Peter	Macksville, Kan.
Rogers, Edith Marie	McPherson, Kan.
Sheets, Ray Clifford	Navarre, Kan.
Slabach, Alma Blanche	Conway, Kan.
Stump, Nora Blanche	McPherson, Kan.
Ullom, Virgil Vaniman	Lamar, Colo.
Winder, Ruth May	Waldo, Kan.
Wiggins, Blanche	Lyons, Kan.
Wise, Flora Lenora	McPherson, Kan.
Young, Mildred Alice	McPherson, Kan.

EXPRESSION.**SENIOR.**

Conaway, Bertha	McPherson, Kan.
Crumpacker, Hattie	McPherson, Kan.
Davis, Olive	McPherson, Kan.
Doerksen, Gertrude	McPherson, Kan.
Edgecomb, Maude	McPherson, Kan.
Engle, Homer G.	Abilene, Kan.
Evans, Bessie	Roseland, Nebr.
Funderburg, Clara	Leeton, Mo.
Hoffert, Andrew T.	Carleton, Nebr.
Quellhorst, Matilda	McPherson, Kan.
Stump, Alice Edith	Miami, Tex.
Stump, Nancy Effel	Miami, Tex.
Stutzman, Delilah	Dallas Center, Iowa.

JUNIOR.

Akers, Cora Barbara	Conway, Kan.
Austin, Hazel Q.	Fruita, Colo.
Bowman, Jos. L.	Quinter, Kan.
Doerksen, Gertrude	McPherson, Kan.
Edgecomb, Maude	McPherson, Kan.
Sheets, Ray Clifford	Navarre, Kan.
Smith, Bertie L.	McPherson, Kan.
Ullom, Lulu Pearl	Lamar, Colo.
Walker, Lola May	Berlin, Pa.
Weeden, Merrill	McPherson, Kan.

PRIVATE.

Bartells, Anna	Inman, Kan.
Brubaker, Olive	McPherson, Kan.
Burnett, Samuel G.	Cushing, Okla.
Crumpacker, Hattie	McPherson, Kan.
Dean, Leslie	McPherson, Kan.
Deeter, John William	Minot, N. D.
Doerksen, Gertrude	McPherson, Kan.

Edgecomb, Maude	McPherson, Kan.
Evans, Bessie M.	Roseland, Nebr.
Hawkinson, Lily Oyzelle	McPherson, Kan.
Harnly, Paul Witmore	McPherson, Kan.
Horton, Gilberta	McPherson, Kan.
Hoffert, Andrew T.	Carleton, Nebr.
Heaston, Gladys	McPherson, Kan.
Helstrom, Beulah	McPherson, Kan.
Olson, Esther	McPherson, Kan.
Russel, Robert Royal	McPherson, Kan.
Seidel, Paul William	McPherson, Kan.
Smith, Bertie L.	McPherson, Kan.
Stutzman, Delilah	Dallas Center, Iowa.
Young, William Clay	McPherson, Kan.

BIBLE AND HYMN READING.

Austin, Oliver Henry	Fruita, Colo.
Buckman, Elsie May	McPherson, Kan.
Burnett, Samuel G.	Cushing, Okla.
Canfield, George Grant	Belleville, Kan.
Daggett, Mary E.	Covert, Kan.
Delp, Lizzie Olive	Murdock, Kan.
Doerksen, Gertrude	McPherson, Kan.
Ebbert, Ella	Quinter, Kan.
Ebbert, Samuel Sylvester	Quinter, Kan.
Horning, Daniel L.	Fruita, Colo.
Nininger, Roy William	Guthrie, Okla.
Quellhorst, Matilda	McPherson, Kan.
Strole, W. Park	McPherson, Kan.
Ullom, Lulu Pearl	Lamar, Colo.
Winder, William Clarence	Waldo, Kan.
Wyant, Bessie	Grenola, Kan.

NORMAL.

Anderson, Alice May	McPherson, Kan.
Akers, Cora Barbara	Conway, Kan.

Austin, Hazel Q.	Fruita, Colo.
Baker, Agnes Nellie	Larned, Kan.
Bowman, Joseph L.	Quinter, Kan.
Crumpacker, Susie Elizabeth	McPherson, Kan.
Delp, Lizzie Olive	Murdock, Kan.
Doerksen, Gertrude	McPherson, Kan.
Eller, Earl Jacob	Larned, Kan.
Ensminger, Grace Emma	Conway, Kan.
Flickinger, Charlotte	Morrill, Kan.
Hoerner, Alice May	McPherson, Kan.
Lichty, Alice Edna	Carleton, Nebr.
Lichty, Galen Edgar	Carleton, Nebr.
Martin, Scott Orlando	Wiley, Colo.
Matson, Tilla	McPherson, Kan.
Myers, Reuben William	Paola, Kan.
Olson, Esther Aurena	McPherson, Kan.
Saul, Grace Mary	McPherson, Kan.
Smith, Bertie L.	McPherson, Kan.
Sheets, Ray Clifford	Navarre, Kan.
Southard, Myrtle Fern	Wiley, Colo.
Voshell, Milo Maynard	McPherson, Kan.
Walker, Lola May	Berlin, Pa.

MUSIC.

VOICE CULTURE.

Deeter, John William	Minot, N. D.
Dotzour, Grover Cleveland	Canton, Kan.
Delp, Addie Nancy	Murdock, Kan.
Edgecomb, Maude	McPherson, Kan.
Engle, Homer G.	Abilene, Kan.
Funderburg, Clara	Leeton, Mo.
Flickinger, Edgar L.	Morrill, Kan.
Flora, Norman Frederick	Overbrook, Kan.
Kinzie, Roy Clifford	Lone Star, Kan.
Lichty, Galen Edgar	Carleton, Nebr.

Neher, Grace Lee	Guthrie, Okla.
Nininger, Harvey Harlowe	Guthrie, Okla.
Quellhorst, Matilda	McPherson, Kan.
Quellhorst, Fredonia	McPherson, Kan.
Stump, Alice Edith	Miami, Tex.
Stump, Nancy Effel	Miami, Tex.
Trostle, Evelyn Mae	McPherson, Kan.
Ullom, Lulu Pearl	Lamar, Colo.
Vaniman, Grace	McPherson, Kan.
Wyant, Bessie	Grenola, Kan.

EAR TRAINING AND HARMONY.

Akers, Cora Barbara	Conway, Kan.
Brubaker, Roy Marvin	Conway, Kan.
Crissman, Susie	St. John, Kan.
Delp, Addie Nancy	Murdock, Kan.
Eller, Earl Jacob	Larned, Kan.
Edgecomb, Maude	McPherson, Kan.
Hoffert, Andrew T.	Carleton, Nebr.
Kinzie, Roy Clifford	Lone Star, Kan.
Lichty, Galen Edgar	Carleton, Nebr.
McMillen, Lela Mary	Leeton, Mo.
Myers, Reuben William	Paola, Kan.
Neher, Grace Lee	Guthrie, Okla.
Neher, Mark Eller	Leeton, Mo.
Quellhorst, Matilda	McPherson, Kan.
Quellhorst, Fredonia	McPherson, Kan.
Stump, Alice Edith	Miami, Tex.
Stump, Nancy Effel	Miami, Tex.
Slabach, Alma Blanche	Conway, Kan.
Ullom, Lulu Pearl	Lamar, Colo.
Vaniman, Grace	McPherson, Kan.
Yoder, Dayton Ray	McPherson, Kan.

TWO YEAR NORMAL.

Quellhorst, Matilda	McPherson, Kan.
---------------------------	-----------------

Quellhorst, Fredonia	McPherson, Kan.
Stump, Alice Edith	Miami, Tex.
Stump, Nancy Effel	Miami, Tex.

ADVANCED CHORUS.

Bowman, Jos. L.	Quinter, Kan.
Crissman, Susie	St. John, Kan.
Deeter, John William	Minot, N. D.
Flora, Norman Frederick	Overbrook, Kan.
Funderburg, Clara	Leeton, Mo.
Hoerner, Alice May	McPherson, Kan.
Quellhorst, Matilda	McPherson, Kan.
Quellhorst, Fredonia	McPherson, Kan.
Sherfy, Mary Elizabeth	Mont Ida, Kan.
Stump, Alice Edith	Miami, Tex.
Stump, Nancy Effel	Miami, Tex.
Vogt, Alice Nadene	Versailles, Mo.
Wise, Flora Lenora	McPherson, Kan.
Wyant, Bessie	Grenola, Kan.

PIANO.

SENIOR NORMAL.

Conaway, Bertha	McPherson, Kan.
Fallows, Pearl	Windom, Kan.
Fasnacht, Eva Ruth	McPherson, Kan.
Martin, Vidah	Wiley, Colo.
Stump, Alice Edith	Miami, Tex.
Stump, Nancy Effel	Miami, Tex.
Williams, Pearl	Canton, Kan.

SENIOR ACADEMY.

Brandt, Cora Mabel	Culver, Kan.
John, Rockla Lucile	Macksville, Kan.
McClain, Maggie	McPherson, Kan.

JUNIOR ACADEMY.

Berkeybile, Esther Lucile	McPherson, Kan.
---------------------------------	-----------------

Cline, Bertha	McPherson, Kan.
John, Chaucer Griffith	Macksville, Kan.
Johnson, Mildred	Canton, Kan.
McMillen, Lela Mary	Leeton, Mo.
Vaniman, Pauline	McPherson, Kan.
Warwick, Hazel	McPherson, Kan.

PREPARATORY.

Andes, Orpha	McPherson, Kan.
Anderson, Alice May	McPherson, Kan.
Baker, Agnes	Larned, Kan.
Bradbury, Mrs. L. A.	Galva, Kan.
Brubaker, Jasper	McPherson, Kan.
Carter, Effie	Lyons, Kan.
Craik, Elva Miller	McPherson, Kan.
Crumpacker, Mrs. A. J.	McPherson, Kan.
Crumpacker, Byron	McPherson, Kan.
Durst, Mary	Moundridge, Kan.
Evans, Bessie	Roseland, Nebr.
Gann, Nona Inez	Reinert, Kan.
Hall, Louis	Inman, Kan.
Harnly, Paul W.	McPherson, Kan.
Heaston, Gladys	McPherson, Kan.
Hildebrand, Mary	Mound City, Mo.
Keller, Ida E.	Larned, Kan.
Lehman, Esther	Hesston, Kan.
McClain, Hugh	McPherson, Kan.
Neher, Grace Lee	Guthrie, Okla.
Pancost, Gladys	McPherson, Kan.
Quellhorst, Matilda	McPherson, Kan.
Sloan, Ruth	Kingman, Kan.
Schletzbaum, Dora	Conway, Kan.
Schmidt, Jonathan David	Burrton, Kan.
Ullom, Lulu Pearl	Lamar, Colo.
Voshell, Milo Maynard	McPherson, Kan.

Walker, Lola Mae	Berlin, Pa.
Wedel, Susie	Galva, Kan.
Winder, Ruth	Waldo, Kan.
Wyant, Bessie	Grenola, Kan.

POST GRADUATE.

Conaway, Mrs. W. A.	McPherson, Kan.
Muir, Gladdys Esther	McPherson, Kan.
Zink, Elva	McPherson, Kan.

BIBLE.

COLLEGE.

Austin, Oliver Henry	Fruita, Colo.
Austin, Hazel Q.	Fruita, Colo.
Brubaker, Ida Elizabeth	Conway, Kan.
Brubaker, Caleb Freeman	McPherson, Kan.
Buckman, Elsie May	McPherson, Kan.
Deeter, John William	Minot, N. D.
Ditch, Edna	Galva, Kan.
Dresher, Oscar Stanley	McPherson, Kan.
Dudte, Margaret Mary	Walton, Kan.
Ebbert, Ella	Quinter, Kan.
Harnly, Sarah Witmore	McPherson, Kan.
Heaton, Dorothy	McPherson, Kan.
Hoffert, Andrew T.	Carleton, Nebr.
Horning, Daniel L.	Fruita, Colo.
Jackson, Maude	McPherson, Kan.
Lichtenwalter, Annetta Belle	McPherson, Kan.
Mishler, Moses J.	Conway, Kan.
Nash, Alice Elizabeth	McPherson, Kan.
Nininger, Roy William	Guthrie, Okla.
Royer, William Dexter	Newton, Kan.
Russel, Robert Royal	McPherson, Kan.
Sorensen, Eph. Joseph	McPherson, Kan.
Stump, Levi Albert	Miami, Tex.

Ullom, Lulu Pearl	Lamar, Colo.
Vaniman, Violet V.	McPherson, Kan.
Way, Purl Benjamin	McPherson, Kan.
Yoder, William Henry	Conway, Kan.
Young, William Clay	McPherson, Kan.

ACADEMY.

Baker, Agnes	Larned, Kan.
Blickenstaff, Miles Gottlieb	Quinter, Kan.
Burnett, Samuel G.	Cushing, Okla.
Canfield, Geo. Grant	Belleville, Kan.
Crissman, Susie	St. John, Kan.
Crumpacker, Wm. Lloyd	McPherson, Kan.
Daggett, Mary E.	Covert, Kan.
Delp, Addie Nancy	Murdock, Kan.
Delp, Lizzie Olive	Murdock, Kan.
Eller, Earl Jacob	Larned, Kan.
Flora, Norman Frederick	Overbrook, Kan.
Flickinger, Charlotte	Morrill, Kan.
Funderburg, Clara	Leeton, Mo.
Hoerner, Alice M.	McPherson, Kan.
Hoffman, Herbert Trostle	Abilene, Kan.
John, Chaucer Griffith	Macksville, Kan.
Johnson, Ruth	McPherson, Kan.
Keller, Ida E.	Larned, Kan.
Lapp, Ira J.	Moorefield, Nebr.
Lichty, Alice Edna	Carleton, Nebr.
Martin, Scott Orlando	Wiley, Colo.
Martin, Celeste Flora	Wiley, Colo.
Mishler, Moses J.	Conway, Kan.
Mugler, Bertha	McPherson, Kan.
Saul, Grace Mary	McPherson, Kan.
Smyres, May Elizabeth	McPherson, Kan.
Southard, Myrtle Fern	Wiley, Colo.
Schmidt, Jonathan David	Burrton, Kan.

Trostle, Glen Earl	Rocky Ford, Colo.
Winder, Wm. Clarence	Waldo, Kan.
Wyant, Elizabeth	Grenola, Kan.

COMMERCIAL.

Adrian, Abe Frank	Buhler, Kan.
Akers, John	Conway, Kan.
Blondefield, Geo. Lester	McPherson, Kan.
Bengston, Fred A.	McPherson, Kan.
Bradley, Porter Franklin	Imperial, Tex.
Clendenen, Dora Esther	McPherson, Kan.
Dossett, Ralph	McPherson, Kan.
Fisher, Sidney	McPherson, Kan.
Flickinger, Edgar	Morrill, Kan.
Flickinger, Geo. Washington	Morrill, Kan.
Florman, Olof	McPherson, Kan.
Forth, Marvin Everett	Overbrook, Kan.
Garst, Harland	McPherson, Kan.
Grunder, William	Macksville, Kan.
Harter, George	McPherson, Kan.
Hagstrom, Granville	McPherson, Kan.
John, Olen Jay	McPherson, Kan.
Jones, Ethel	McPherson, Kan.
Jones, Leona	McPherson, Kan.
Kinzie, Roy Clifford	Lone Star, Kan.
Lichty, Galen Edgar	Carleton, Nebr.
McClain, Hugh Martin	McPherson, Kan.
Mishler, Vernon Sebastian	Conway, Kan.
Mingenback, Leo Alexander ...	McPherson, Kan.
Neher, Mark Eller	Leeton, Mo.
Olson, Arthur A.	McPherson, Kan.
Robinson, Wm. McKinley	Roxbury, Kan.
Royer, Paul	Newton, Kan.
Schafer, Bernard G.	McPherson, Kan.
Schmidt, Abe Lincoln	Burrton, Kan.

Schmidt, Jonathan David	Burrton, Kan.
Wise, Eva May	McPherson, Kan.
Yoder, Dayton Ray	McPherson, Kan.

TYPEWRITING AND SHORTHAND.

Clendenen, Dora Esther	McPherson, Kan.
Florman, Olof	McPherson, Kan.
Harter, George	McPherson, Kan.
Keller, Ida E.	Larned, Kan.
Lautzenhiser, Fannie Opal	McPherson, Kan.
Madeira, June E.	McPherson, Kan.
Mingenback, Leo Alexander	McPherson, Kan.
Pollock, Myrtle Ferris	McPherson, Kan.
Stutzman, Delilah	Dallas Center, Iowa.
Wise, Eva May	McPherson, Kan.
Wray, Margie	McPherson, Kan.

ALUMNI ROLL

CLASS OF 1891.

ACADEMIC.

Harrison W. Miller,	Hinton, Okla.
Theodore Sharp,	Lapwai, Idaho.
Mary Kuns-Klepinger,	Kansas City, Mo.

CLASS OF 1892.

ACADEMIC.

Hattie Yoder-Gilbert,	Los Angeles, Calif.
Myrtle Miller-Netzley,	Pasadena, Calif.
Effa Kuns-Sharp,	Lapwai, Idaho.
Samuel J. Miller,	Lordsburg, Calif.
*Maurice Sharp,	
Sue Slusher-Saylor,	Ramona, Kan.

*Deceased.

CLASS OF 1893.

ACADEMIC.

Theodore Snowberger,	Skidmore, Mo.
Hattie Ecker-Sohlberg,	Denver, Colo.
Elmer E. Vaniman,	Virden, Ill.
*Laura McQuoid	
*Hattie Flickinger-Potter,	
Modena Hutchison-Miller,	Lordsburg, Calif.
Sadie Whitehead-Beaghy,	Sabetha, Kan.
C. E. Wallace,	Duluth, Minn.
Fancis A. Vaniman,	McPherson, Kan.

CLASS OF 1894.

COLLEGIATE.

J. Z. Gilbert,	Los Angeles, Calif.
----------------------	---------------------

NORMAL.

J. J. Caldwell,	Meridian, Idaho.
-----------------------	------------------

ACADEMIC.

Z. F. Clear,	East St. Louis, Mo.
*R. W. Gish,	
Dr. A. N. Gray,	Green River, Utah.
Ed. M. Eby,	Centerview, Mo.
Dr. J. C. Klepinger,	Kansas City, Mo.
Flo Ramage-Harter,	Custer, Mich.
J. J. Yoder,	McPherson, Kan.
J. H. Berkeybile,	McPherson, Kan.

CLASS OF 1895.

COLLEGIATE.

Albert C. Wieand, ..	3435 West Van Buren St., Chicago, Ill.
S. J. Miller,	Lordsburg, Calif.

ACADEMIC.

Carrie Snyder-Lichty,	Wellington, Kan.
-----------------------------	------------------

*Deceased.

Myrtle Hoff,	Lordsburg, Calif.
M. Bernice Gateka-Ritz,	Chickasha, Okla.
Claude J. Shirk,	Ottawa, Kan.

CLASS OF 1896.**COLLEGIATE.**

*S. B. Fahnestock, .....	.....
Sue Slusher-Saylor,	Ramona, Kan.

ACADEMIC.

C. E. Kemp,	Sharon, Wisc.
David E. Harder,	Hillsboro, Kan.
Anna Witmore-Strickler,	El Centro, Calif.
P. F. Duerksen,	Fairview, Okla.
Dr. J. Harvey Saylor,	Ramona, Kan.
*G. M. Lauver, .....	.....
Ratie Bower-Dyck,	Reedley, Calif.
G. B. Darling,	Gypsum City, Kan.
H. V. Wiebe,	Elk Park, N. C.

CLASS OF 1897.**NORMAL.**

P. F. Duerksen,	Fairview, Okla.
R. W. Powers,	Durham, Kan.
Claude J. Shirk,	Ottawa, Kan.
C. L. Hollem,	Lawton, Okla.
J. W. Coons,	Miami, Kan.
R. K. Gernert,	Cloud Chief, Okla.
J. K. Reish,	Los Angeles, Calif.
*G. M. Lauver, .....	.....
*J. H. Tracy, .....	.....
Maud Chisholm-Miller,	Canton, Kan.

CLASS OF 1898.**COLLEGIATE.**

C. H. Williams,	Kansas City, Mo.
*Deceased.	

NORMAL.

Mrs. Lillian Matthews,	McPherson, Kan.
Dora Sherfy-Steinour,	Chicago, Ill.
J. B. Shirkey,	Custer, Mich.

ACADEMIC.

Lester E. Williams,	Belleville, Kan.
Mrs. Susie R. Williams,	Belleville, Kan.
Anna Fakes-McCullough,	St. Joseph, Mo.
*J. E. Studebaker, .....	.....
Florence Butler-Shirkey,	Custer, Mich.
Byron Talhelm,	Dorrance, Kan.
E. K. Masterson,	Chatsworth, Ill.

CLASS OF 1899.

POST GRADUATE, A. M.

Dr. G. A. Tull,	Clay Center, Kan.
-----------------------	-------------------

COLLEGIATE.

C. F. Gustafson,	Kansas City, Mo.
------------------------	------------------

NORMAL.

A. L. Harter,	Herington, Kan.
J. A. G. Shirk,	Pittsburg, Kan.
Byron Talhelm,	Dorrance, Kan.
Flo Ramage-Harter,	Custer, Mich.
Dr. J. Harvey Saylor,	Ramona, Kan.
Lizzie Arnold,	Leeton, Mo.
H. V. Wiebe,	Elk Park, N. C.
W. J. Slifer,	Kansas City, Mo.

ACADEMIC.

Dr. G. J. Goodsheller,	Marion, Kan.
Laura Harshbarger-Haugh,	McPherson, Kan.
Emma Horner-Eby, (on furlough)	Beattie, Kan.
Geo. D. Kuns,	McLouth, Kan.

*Deceased.

J. G. Law,	
Sallie Shirkey-Miles,	Abilene, Kan.
R. C. Smith,	Marion, Kan.
I. A. Toevs,	McPherson, Kan.
Lizzie Wieand-Kuns,	McLouth, Kan.

CLASS OF 1900.**NORMAL.**

Anna Bowman-Rogers,	Grand Junction, Colo.
*Anita Metzger,	
Lizzie Wieand-Kuns,	McLouth, Kan.
Anna Fakes McCullough,	St. Joseph, Mo.
*H. C. Slifer,	
Herbert Caldwell,	Sayre, Okla.

ACADEMIC.

E. H. Eby, (on furlough)	Beattie, Kan.
H. J. Vaniman,	Pomona, Calif.
Dr. J. F. Studebaker,	Fort Dodge, Iowa.
*C. E. Law,	

CLASS OF 1901.**COLLEGIATE.**

Claude J. Shirk,	Ottawa, Kan.
J. A. G. Shirk,	Pittsburg, Kan.
Mrs. Lillian Matthews,	McPherson, Kan.
J. B. Shirkey,	Custer, Mich.

NORMAL.

B. B. Baker,	Daphne, Ala.
Ethel Bixby-Mackey,	Phoenix, Ariz.
Ollie Brubaker-Stutzman,	Chino, Calif.
*Mary E. Frantz-Hedine,	
Emma Horner-Eby, (on furlough)	Beattie, Kan.
Dr. E. H. Kasey,	Mercedes, Tex.
S. Enos Miller,	Protection, Kan.

*Deceased.

Henry M. Stutzman,	Chino, Calif.
Emma Vaniman-Yoder,	Lordsburg, Calif.
Ira D. Yoder,	Lordsburg, Calif.

ACADEMIC.

*W. B. Boone, .....	.....
Mrs. Retta Glick-Studebaker,	Fort Dodge, Iowa.
Lottie Fisher,	McPherson, Kan.
Maude Way-Dresher,	Canton, Kan.
B. S. Haugh,	McPherson, Kan.
J. H. B. Williams,	Elgin, Ill.

CLASS OF 1902.

POST GRADUATE, A. M.

Claude J. Shirk,	Ottawa, Kan.
J. A. G. Shirk,	Pittsburg, Kan.

COLLEGIATE.

John A. Clement,	McPherson, Kan.
James H. Clement,	Dodge City, Kan.
Flo Ramage-Harter,	Custer, Mich.
E. K. Masterson,	Chatsworth, Ill.

NORMAL.

E. D. Baldwin,	Kansas City, Mo.
Margaret Bishop,	Los Angeles, Calif.
*W. B. Boone, .....	.....
G. C. Dresher,	Canton, Kan.
Margaret Goodwin-Hoffhines,	Larned, Kan.
David E. Harder,	Hillsboro, Kan.
M. I. Kilmer,	Western, Kan.
Della McComber,	Wadsworth, Nev.
P. A. Kane,	Inman, Kan.
C. H. Slifer,	Arcadia, Fla.
Edna Suffield-Klepinger,	Lyons, Kan.
Maude Way-Dresher,	Canton, Kan.

*Deceased.

ACADEMIC.

J. E. Wagoner,	Red Cloud, Nebr.
D. Earl Bower,	McLouth, Kan.

CLASS OF 1903.

COLLEGIATE BIBLE COURSE.

Mrs. Amanda Fahnestock,	McPherson, Kan.
-------------------------------	-----------------

COLLEGIATE.)

F. G. Kauffman,	Garden City, Kan.
H. A. Horton,	McPherson, Kan.
Alice Johnson,	Wichita, Kan.

NORMAL.

F. H. Crumpacker,	Ping Ting Chou, Shansi, China.
Dottie Wheeler-Clement,	McPherson, Kan.
P. C. Hiebert,	Hillsboro, Kan.
S. W. High,	Chicago, Ill.
Ruby Buckman,	Lexington, Ky.
R. W. Baldwin,	Conway, Kan.
D. Earl Bower,	McLouth, Kan.
Anna Newland-Crumpacker, ..	Ping Ting Chou, Shansi, China.
R. C. Strohm,	McPherson, Kan.
Ella White McFarland,	Truesdale, Kan.
O. S. Vaniman,	Dallas, Tex.
Chas. Shively,	Boulder, Colo.
*Mrs. Jennie McCourt, .....	.....
Corda Clement,	Canton, Ohio.
Alice Weaver-Wyrick,	Eaton, Colo.
J. J. Frantz,	Inman, Kan.

ACADEMIC.

Vernon Vaniman,	Virden, Ill.
Orral Matchette,	McPherson, Kan.
Jessie Harter-Hylton,	Troutville, Va.
Gert Eicker,	McPherson, Kan.

*Deceased.

Edith Allison,	McPherson, Kan.
Ethel Allison-Allen,	Lawrence, Kan.
Fern Kuns-Coppedge,	Topeka, Kan.

CLASS OF 1904.**POST GRADUATE, A. M.**

John A. Clement,	McPherson, Kan.
H. A. Horton,	McPherson, Kan.

COLLEGIATE.

*Mary E. Frantz-Hedine,	
Geo. D. Kuns,	McLouth, Kan.
Lucetta Johnson,	Wichita, Kan.
M. O. Calvert,	Los Angeles, Calif.
H. C. Allen,	Lawrence, Kan.
*Anita Metzger,	
S. Enos Miller,	Protection, Kan.
Dr. J. Harvey Saylor,	Ramona, Kan.
E. H. Eby, (on furlough)	Beattie, Kan.
W. L. Harter,	Custer, Mich.

COLLEGIATE BIBLE.

E. H. Eby, (on furlough)	Beattie, Kan.
--------------------------------	---------------

NORMAL.

W. O. Beckner,	Bogo Cebu, P. I.
P. N. Bolinger,	Bellgrade, Mont.
H. F. Toews,	Herbert, Sask., Canada.
Silva Miller-Beckner,	Bogo Cebu, P. I.
Harvey B. Hoffman,	Abilene, Kan.
Chas. J. Davis,	Morrill, Kan.
Harry C. Crumpacker,	Sedro-Woolley, Wash.
W. H. Yoder,	Conway, Kan.
Nellie Hinkson-Green,	McPherson, Kan.
R. G. Mohler,	Lyons, Kan.
Mary E. Brubaker-Mohler,	Lyons, Kan.

*Deceased.

Ernest Vaniman,	Lordsburg, Calif.
Mary E. Gibbel-Hunter,	Rochester, Minn.
*J. E. Studebaker, .....	.....
Anna Stutzman-Buck,	Franklin Grove, Ill.
Gert Eicker,	McPherson, Kan.

CLASS OF 1905.**COLLEGIATE.**

E. D. Baldwin,	Kansas City, Mo.
R. W. Baldwin,	Conway, Kan.
*H. M. Barwick, .....	.....
Dr. C. D. Weaver,	Twin Falls, Idaho.

NORMAL.

Edith Allison,	McPherson, Kan.
Verna Baker-Vaniman,	Dallas, Tex.
Melinda Beyer,	Lawrence, Kan.
Adolph Beyer,	Inman, Kan.
Clarence D. Caudle,	McPherson, Kan.
Anna Colline,	McPherson, Kan.
Sadie A. Engle-Wagaman,	Abilene, Kan.
Ralph W. Detter,	Redondo Beach, Calif.
Sarah H. Friesen-Heinrichs,	Enid, Okla.
Lulu Gilchrist-Moore,	Hatfield, Mo.
Mary McGill-Felton,	McPherson, Kan.
Jas. R. Rothrock,	McPherson, Kan.
Emily F. Shirky,	Rochester, Wash.
Helen Slosson-Carter,	Great Bend, Kan.
Madge Stafford,	Hutchinson, Kan.
John B. Stutzman,	Conway, Kan.
Jacob M. Stutzman,	Conway, Kan.
Florence Upshaw-Kline,	Waterloo, Iowa.
Nettie B. Wicklund,	Bushnell, Nebr.
Dr. W. C. Heaston,	McPherson, Kan.

*Deceased.

CLASS OF 1906.

POST GRADUATE, PH. M.

W. E. Ray,

POST GRADUATE, A. M.

R. W. Baldwin, Conway, Kan.

*Mary E. Frantz-Hedine,

E. K. Masterson, Chatsworth, Ill.

COLLEGIATE.

S. C. Miller, Elgin, Ill.

C. H. Slifer, Arcadia, Fla.

P. C. Hiebert, Hillsboro, Kan.

J. H. B. Williams, Elgin, Ill.

Dr. J. F. Studebaker, Fort Dodge, Iowa.

Minnie M. Bartels, Inman, Kan.

Emma Horning, Fruita, Colo.

F. H. Crumpacker, Ping Ting Chou, Shansi, China.

Anna Newland-Crumpacker, .. Ping Ting Chou, Shansi, China.

NORMAL.

Bertha Delp, Murdock, Kan.

Maude Ball, McPherson, Kan.

P. V. Wiebe, Lehigh, Kan.

Grace Wright, Windom, Kan.

Stella B. Andes, McPherson, Kan.

Martha Bartels, Inman, Kan.

Geo. Edgecomb, McPherson, Kan.

Ada May Caudle, McPherson, Kan.

Ida E. Brubaker, Conway, Kan.

Lulu Hildebrand-Detrick, Bagino, Mt. Province, P. I.

Harvey M. Brubaker, Conway, Kan.

Clara A. Weisthaner-Cline, Walsenberg, Colo.

Martha M. Weisthaner-Cline, Denver, Colo.

Theodore H. E. Aschman, Inman, Kan.

*Deceased.

Roy Caudle,	Kansas City, Mo.
Ivan G. Herr,	Hope, Kan.
Ruby Horton-Miller,	Cottonwood Falls, Kan.
Ella I. Jacobs,	McPherson, Kan.
Ellen A. Olson,	Windom, Kan.
Mary A. Pearson-Gauss,	Centerview, Mo.
Myrtle C. Picking-Nananga,	Leonardville, Kan.
Olive May Snyder,	McPherson, Kan.
Della S. Vaniman-Throne,	Lordsburg, Calif.
Foster W. Cline,	Denver, Colo.
Grace P. Vaniman,	McPherson, Kan.
Edna Garst-Laughton,	Guymon, Okla.
Pearl Blondefield-Stutzman,	Conway, Kan.

CLASS OF 1907.

POST GRADUATE, A. M.

Geo. D. Kuns,	McLouth, Kan.
S. C. Miller,	Elgin, Ill.

COLLEGIATE.

Dottie Wheeler-Clement,	McPherson, Kan.
Charles Shively,	Boulder, Colo.

NORMAL.

Furman R. Cline,	Walsenburg, Colo.
Margaret Dudte,	Walton, Kan.
Raymond C. Flory,	Chicago, Ill.
Mary Flory-Miller,	Elgin, Ill.
Frances Goodsheller-Rasp,	Fairbury, Ill.
Guy T. Hudson,	Wiley, Colo.
Leslie G. Klepinger,	Conway, Kan.
Bruce A. Miller,	Scottville, Mich.
Mary E. Mohler-Miller,	Scottville, Mich.
Robert E. Mohler,	Mt. Morris, Ill.
Lizzie Neher-Flory,	Chicago, Ill.

Susie Neher-Vaniman,	Lordsburg, Calif.
William E. Sterner,	Abilene, Kan.

CLASS OF 1908.**POST GRADUATE, A. M.**

Franklin H. Crumpacker,	Ping Ting Chou, Shansi, China.
------------------------------	--------------------------------

COLLEGIATE.

Ruby Buckman,	Lexington, Ky.
Corda Clement,	Canton, Ohio.
Emily Shirky,	Rochester, Wash.
Iva Gillespie,	Kansas City, Mo.
Harry C. Crumpacker,	Sedro-Woolley, Wash.
Theodore H. E. Aschman,	Inman, Kan.
Henry W. Lohrenz,	Hillsboro, Kan.
Julius J. Tretbar,	Hudson, Kan.

NORMAL.

Katie Hiebert-Ebel,	Hillsboro, Kan.
Susie Cline,	McPherson, Kan.
Helen Goodsheller-Wiesner,	Agullar, Colo.
Clara Neher-Vaniman,	Yellowstone, Okla.
Maude Jackson,	McPherson, Kan.
Mattie Stutzman-Baldwin,	Conway, Kan.
Lillian Young,	McPherson, Kan.
John W. Sudermann,	Hutchinson, Kan.
Gilbert E. Barnhill,	Chapman, Kan.
Ella Ebbert,	Quinter, Kan.
Frank S. Kraybill,	Fort Lauderdale, Fla.
Nellie G. Green,	Little River, Kan.

COLLEGIATE BIBLE.

Anna Newland-Crumpacker, ..	Ping Ting Chou, Shansi, China.
-----------------------------	--------------------------------

CLASS OF 1909.**COLLEGIATE.**

Anna C. Colline,	McPherson, Kan.
------------------------	-----------------

McPHERSON COLLEGE.

Ralph W. Detter,	Redondo Beach, Calif.
A. E. Hedine,	Salem, Ore.
B. E. Ebel,	Hillsboro, Kan.
H. B. Hoffman,	Abilene, Kan.
W. O. Beckner,	Bogo Cebu, P. I.
James R. Rothrock,	McPherson, Kan.
Roscoe C. Ingalls,	Redondo Beach, Calif.

NORMAL.

J. P. Schroeder,	Buhler, Kan.
Frank V. Wiebe,	Lehigh, Kan.
Howard S. Kasey,	McPherson, Kan.
Lulu M. Brubaker,	Conway, Kan.
Grover C. Dotzour,	Canton, Kan.
J. LeRoy Carlson,	Sabetha, Kan.
Louis O. Hope,	McPherson, Kan.
Peter W. Claassen,	Hillsboro, Kan.
Purl B. Way,	McPherson, Kan.
W. D. Royer,	Newton, Kan.

CLASS OF 1910.

POST GRADUATE, A. M.

Ralph W. Detter,	Redondo Beach, Calif.
------------------------	-----------------------

COLLEGIATE.

Clinton W. Wright,	Waterloo, Iowa.
Grace Vaniman,	McPherson, Kan.
Silva Miller-Beckner,	Bogo Cebu, P. I.
Conrad D. Rasp,	Fairbury, Ill.
E. LeRoy Craik,	McPherson, Kan.
Burton S. Trostle,	Nickerson, Kan.
Diedrich Dalke,	St. Marys, Kan.
Henry M. Stutzman,	Chino, Calif.
Lulu Hildebrand-Detrick,	Bagino, Mt. Province, P. I.
David Emil Harder,	Hillsboro, Kan.

NORMAL.

Robert Cram,	St. Francis, Kan.
Lulu Pearl Ullom,	Lamar, Colo.
Robert Russel,	McPherson, Kan.
Peter S. Goertz,	Hillsboro, Kan.
Alice Celesta Burgert,	Warrensburg, Mo.

CLASS OF 1911.

POST GRADUATE, A. M.

E. LeRoy Craik,	McPherson, Kan.
-----------------------	-----------------

COLLEGIATE.

Bertha Colline,	McPherson, Kan.
Homer O. Lichtenwalter,	Lawrence, Kan.
Jouette C. Russel,	Lincoln, Neb.
Ernest D. Vaniman,	Lordsburg, Calif.
Dr. L. J. Beyer,	Little River, Kan.

NORMAL.

R. M. Elam,	Anthony, Kan.
Nannie Hope,	McPherson, Kan.
Procter H. Kerr,	Independence, Mo.
Annetta Lichtenwalter,	McPherson, Kan.

CLASS OF 1912.

COLLEGIATE.

Charles Fredrick Barnes,	St. John, Kan.
Bess Benell,	McPherson, Kan.
Edna Belle Detter,	McPherson, Kan.
Grover Cleveland Dotzour,	Canton, Kan.
Raymond Chester Flory,	Chicago, Ill.
Harvey Turner Hollinger,	McPherson, Kan.
Charles Herbert Sandy,	McPherson, Kan.
Mary Sawyer,	McPherson, Kan.
Jacob P. Schroeder,	Buhler, Kan.
D. C. Steele,	Windom, Kan.

McPHERSON COLLEGE.

Marion M. Studebaker,	McPherson, Kan.
Henry Walter Thompson,	McPherson, Kan.
Evelyn Mae Trostle,	McPherson, Kan.
Dr. F. W. Tretbar,	Stafford, Kan.
H. F. Toews,	Herbert, Sask., Canada.

COLLEGIATE BIBLE.

E. L. Craik, B. S. L.,	McPherson, Kan.
------------------------------	-----------------

NORMAL.

Vena Joy Caldwell,	McPherson, Kan.
Eunice May Cripe,	McPherson, Kan.
Elva Leona Dierdorf,	Surrey, N. D.
Roy Hinton Horner,	Wiley, Colo.
Frank Ellis Mohler,	Leeton, Mo.
Ada Preshaw,	McPherson, Kan.
Blanche Thompson-Carrier,	Mitchell, Kan.
Arthur Herbert Wendt,	Groveland, Kan.
George Earl Wynn,	Marquette, Kan.

INDEX

Academy, The	50
Courses of Study,	53
Agriculture,	16, 61
Alumni Association,	18
Alumni Roll,	108
Bible School,	77
Biology Apparatus,	13
Biology, College,	29
Boarding and Rooming,	18, 20
Brethren Educational Board,	2, 11
Buildings,	12
Bulletin,	17
Business Department,	85
Chemistry Apparatus,	14
Chemistry, College,	30
College Farm,	16
College, The	25
Admission,	25
Courses of Instruction,	29
Conference Hours,	21
Domestic Art and Science,	65
Diplomas,	24
Control of College,	10
Dormitory,	18
Education,	32, 53
Electives, College,	28
Engineering Course,	46
English, College,	34
Expenses,	23
Expression Department,	68
Faculty,	4, 50
Fellowships and Scholarships,	21
French, College,	35
General Information,	8

Geology, College,	36
German, College,	36
Greek, College,	37
History, College, 9,	39
Latin, College,	40
Laboratory Fees,	24
Lecture Course,	17
Literary Societies,	17
Loan and Scholarship Funds,	22
Major Courses, College,	27
Material Equipment,	12
Mathematics, College,	41
Miscellaneous Information,	19
Moral and Religious Influences,.....	11
Museum,	13
Music,	71
Normal Training Course,	53
Oratorical Contests,	16
Philosophy and Psychology, College,	42
Physics Apparatus,	15
Physics, College,	45
Piano School,	74
Political Economy, College,	44
Purpose and Ideals,	10
Required Subjects, College,	27
Richardson Gift,	16
Scholarships and Fellowships, 21,	22
State Certificates,	26
State Inspection,	28
Stenography,	90
Student Council,	16
Student Register,	94
Study Hours,	22
Trustees, list of	3
Vocal School,	71



REPUBLICAN PRINT
McPHERSON

UNIVERSITY OF ILLINOIS-URBANA



3 0112 112204539